




EMOTIONAL FIRST AID PLANNING – NURSERY – YR1

WEEK 5 – FINDING STRENGTHS

Week Beginning	TOPIC SUGGESTIONS	LESSON PLAN	REFERENCES
Wek 26/06/20			
	Transition or strengths	These printable templates, split up by age, use the concept of superheroes to encourage children to explore their own super powers, qualities and talents.	Emotional first aid folder – Super hero me
	Star qualities Self-esteem	Encourage the children to have a moment of reflection and think of some of the strengths and qualities that they like in themselves and others. Go around the pod and ask each child to say a word or phrase to describe these qualities, e.g. kind, caring, funny, full of energy, a good friend. Give out the star outlines and explain that they are going to write their own name in the middle of the star and ask other people in the class what positive qualities about them they should add in each of the points (five words or phrases in all). Invite children to share some of the qualities with the class if they want to. Explain that it is really important to be aware of all the positive qualities they all have and what makes them unique.	Emotional first aid folder – Star qualities
	Emotions and discussion points	Click the interactive video to see lots of different feelings and the faces that match. Ask the children... Name a feeling you have had today? What was happening when you felt it? Can you name a feeling someone else has had today? What did you do when you had a big feeling? Eg Took deep breaths Talk about a time when you felt really happy. How did you show it?	https://sesamestreetincommunities.org/topics/emotions/?activity=feeling-faces These clips have been endorsed by Mentally healthy schools – they are supported by Anna Freud Centre. They do prefer to use UK clips

		<p>Talk about when you might have felt frustrated. What can you do to help?</p> <p>Act out what it is like to feel grouchy?</p> <p>Act out what it is like to feel excited.</p>	but feel these have had some kind of vetting and are useful.
	Missing your friends	4 mins video clip with Sesame Street characters.	https://sesamestreetincommunities.org/topics/health-emergencies/?activity=missing-friends-bundle
	Keep trying! Resilience	<p>Watch the video together. To help kids keep trying when they're frustrated, you might:</p> <p>Remind them of things they couldn't do before and then achieved with practice.</p> <p>Encourage them to breathe, think, and do: Take slow, deep breaths in through the belly and out through the mouth Think of a few plans to solve the problem and keep trying Try out one of the plans, and if it doesn't work, try the next one!</p>	https://sesamestreetincommunities.org/topics/resilience/?activity=elmo-doesnt-give-up
	Interactive story – The dot Resilience	<p>Story to encourage a growth mind set and can do attitude!</p> <p>Make your own dot pictures – using a paper plate or cut out circle.</p>	<p>https://www.youtube.com/watch?v=Clpw7PG7m1Q</p> 

			Emotional first aid folder – The dot –teachers Activities for both books – including a printable frame for children’s art work.
	Ish – story	Same author as The Dot – again looking at resilience and not being perfect.	https://www.youtube.com/watch?v=rxVSEUZ iNWE
	Resilience suitcase for transition	Before the next part of their journey - Children think about how they have dealt with changes in the past – Questions to focus on – <ul style="list-style-type: none"> • A time when you have looked forward to something • Thinking of a goal – getting good at something • A time when you asked for help • Thinking about strengths and being confident • Think about all the good things • Do things you enjoy • Keep healthy and fit – take care of yourself • Your different friendships and family relationships and teachers 	Emotional first aid folder – Resilience suitcase
	Try something new How to draw a dog.	An activity to teach a new skill using basic shapes and easy to follow steps.	https://www.penguin.co.uk/articles/children /2018/how-to-draw-a-dog-in-5-easy- steps.html
	The Hare and the Tortoise Resilience	Discuss why it is important to believe in ourselves and others. Introduce the phrase self-belief. Explain what this is and why it is important. 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.	http://downloads.bbc.co.uk/schoolradio/pdfs /aesop/the_hare_the_tortoise.pdf

		<p>Having self-belief and knowing we have strengths to draw on in times of challenge can help situations feel less stressful, and more manageable. This is an important factor for our mental wellbeing.</p> <p>Share the story or chose one of your own. Consider with the children sometimes the challenge may feel really difficult, but the important thing is to use our skills to the best of our ability and keep trying. Questions to explore:</p> <ul style="list-style-type: none">• Why did the tortoise succeed - is he really faster than the hare?• What did the tortoise do to make the most of his strengths?• Can you think of a time when you faced something tricky and weren't sure how it would turn out, but you gave it a go and did the very best you could?• In the story there were some things the tortoise could control and some things he couldn't. <p>Discuss. He couldn't control how the hare behaved and what he said, or the fact that the hare has a natural strength for running fast, but the tortoise could control how he behaved towards the hare, and how he planned and practiced for the race, and tried to do his best.</p> <p>Extension Sometimes things happen that are out of our control, and this can make us feel big emotions like helplessness and fear. Recently we had no control over some things such as;</p> <ul style="list-style-type: none">• The instructions from the government e.g. to close	
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		<p>schools, to physical distance, to work from home.</p> <ul style="list-style-type: none"> • How the virus spread. • How other people behaved. 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>During the past few weeks we have seen people make a difference by:</p> <ul style="list-style-type: none"> • Volunteering and helping others e.g. staying in touch with vulnerable people. • Using their skills to do different things such as making equipment, delivering food etc. • Thinking about their own behaviour and doing things to make the most of their skills and learn new ones e.g. baking new dishes, reading different books, practicing a new exercise routine. <p>Step four On a paper chain write or draw one of your strengths... give some examples. This could be a skill or strength you have practiced recently, or a new one you have</p>	
	Imoves dice challenge & Times tables challenge	<p>Using x2 dice to decide activities and duration. Choose activities and Dice 1 when rolled will tell the children which exercise to do and dice 2 when rolled will give the number of seconds x10! – Children could make their own choice of exercise.</p> <p>Suggested moves to make a times tables dance – odd numbers – pencil jump, even numbers – wide squat etc</p>	<p>Emotional first aid folder Exercise dice challenge Exercise times tables dance</p>
	Virtual Tours	<p>Try something new with exploring one of these virtual tours of some of the world's best museums.</p>	<p>https://www.goodtoknow.co.uk/family/best-virtual-tours-for-kids-536089</p>
	Belly breathing – purpose body awareness, mindfulness of breath, focus and calm.		

	<p>Guided script – Imagine you have a balloon in your belly that you want to blow up. Put your hands on your tummy, close your eyes and picture the balloon, what colour is it? Now slowly inhale through your nose and inflate your belly balloon slowly. With your hands on your belly, feel that balloon filling up! Slowly let the air out of your balloon through your mouth. Feel the balloon getting smaller. Repeat 5-10 breaths. You can ask the children how they feel before and after? Did they notice anything? Do they feel any difference?</p>
Mindfulness	<p>Finding your balance. This simple exercise can be adapted to use with children of any age and takes about 5-10 minutes. It is particularly useful at the beginning of the day or after any sort of transition. It should be done as calmly and slowly as possible, allowing children time to breathe, relax, wobble and possibly giggle! Instructions: • Stand with your feet hip width apart. • When you feel comfortable with your posture, gently close your eyes. • Begin by feeling where your weight is generally falling – to the front/back/side of your feet? • Gently rock your weight to each side and front and back, feeling how your body responds and noticing where you are comfortable. • Carefully move your weight onto one foot and slowly peel the other foot off the floor. If you can, balance there for a few moments. When you are ready to put your foot back down, do so with full awareness and as slowly as you can. • Repeat onto the other foot. • Finally, become aware again of where your weight is falling. • Slowly open your eyes. • Ask the children what they noticed about their bodies and minds</p>
<p>Mindful activities...</p> <ol style="list-style-type: none"> 1. Find your breath- take three slow, mindful breaths right now. Feel each breath from start to finish. Take it slow and put all of your curiosity into it. Can you feel your breath at your nose, tummy or chest? Feel your chest go up and down. Feel your chest expand and contract. Can you feel your breath at the tip of your nose? How did this exercise make you feel? 1. Put your hands on your tummy and count every time your chest goes up and when it goes down. Like this ... Tummy goes up – one. Tummy goes down – two. Ans so on, all the way to ten. See how paying attention to your breath makes you feel? How do you feel afterwards? When your angry or sad, take 10 mindful breaths and see if it makes a difference. 2. Fill an idea page....What are the best way for you to calm down and relax? Maybe yoga. Perhaps drawing? Write your ideas down on this 'coping'jar. When difficult emotions become too much to handle, remember your 'coping jar'. 	
<p>Mindful activity end of session....</p> <ol style="list-style-type: none"> 1. Think a happy memory – close your eyes and remember a time when you felt happy. Maybe someone was kind to you. Perhaps you got a smile from a friend or your pet was happy to see you. Remember a wonderful moment like that. Simply close your eyes and bring it into your mind. What did you see and hear? Did you laugh or smile? Who was there? Notice how you feel when you remember the memory? 2. Send kind thoughts – Close your eyes and bring someone you really like to mind. Imagine them smiling at you. Say to them 'May you be healthy and strong' May you be Happy, May you be peaceful. Notice how your mind and heart feel when you do this. Notice how your body feels. Now 	

try a self hug and send kind thoughts to yourself and say 'May I be healthy and strong. May I be happy. May I be peaceful. How does this make you feel?

3. As you leave think of the things you feel positive about or are grateful for. Things like a friend who makes you happy, your family, a pet, the warm sun on your face and your favourite food. Spend a minute or two thinking of the things you are thankful for. How does this make you feel?

Exploring how different emotions feel.....

See how it feels inside when you slowly hear these words and spend at least 10 seconds with each word: Happy, Sad, Excited, Mad, Stressed, Bored, Loving, Anxious, Worried, Scared, Jealous, Quiet, Silly, Peaceful. Can you feel the difference?

Recognise at least one strong emotion today....

It might be anger, joy, excitement. See if you can feel your emotion in your body. Can you feel butterflies in your stomach when you are nervous or excited.. maybe coming back to school today? How does your face feel when you are happy? When you are upset how does your tummy feel and how do your muscles feel? How does your body feel when you are angry?