**Recovery curriculum planning**

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| **Year group:** Lower Key Stage 2 | **Key skills of activity:*** Identify special people – both at home, in school and in class
* Acts of kindness for themselves and others
* Recognise positive traits in themselves and others
* Communicate effectively with peers
* Work effectively in a pair
* Social skills such as turn taking and eye contact

**Key vocabulary:**Positive thinking, self talk, healthy friendship, skills, attributes, good influence, emotions, rights, responsibilities, friendship, growth mindset, positive |  |
| **Theme:****Relationships**  | Sample activities:1. **Activity – Connections – Acts of kindness for themselves and others**
* Write 1 or 2 words about how you're feeling.
* On paper draw a heart or a star for yourself and write 3 kind words or messages to yourself.
* Remind yourself that no matter how difficult things feel, you are not alone - someone in your street, neighbourhood, town or city is likely to be feeling similar emotions to you right now.
* Draw a heart or a star for someone else who is feeling like you do and write 3 kind words for them too.
* You can do this for as many people you like
1. **Activity – Crystal Ball - Recognise positive traits in themselves and others**.
* Imagine 3 months from now.
* Draw or write what could look different, what challenges you will have faced and what positive changes you want to make
* Try to focus on things that seem possible to achieve like feeling more confident about an exam, starting a new hobby or making a new friend.
* If it's hard to think that far ahead, you could start by imagining next week or next month.
1. **Activity – Mirror – Recognise positive traits in themselves and others.**
* Draw yourself as your closest friend or a close family member would describe you. Remember, they can see who you are as a person as well as what you look like.
* Draw or write the positive qualities they notice about you, especially the ones that you find hard to see yourself. Include things like being kind, patient and fun.
1. **Positive traits**
* Discuss the following:
* Have a think about something you are really good at. Put up your hand to share it.
* Think of something you have achieved and put up your hand to share it. [e.g. full marks in a Maths test, making a new friend.]
* Think of something that you could improve on and share it. [e.g. save more goals - so practise more.]
* Do people sometimes think they are better at things than they really are? Be honest, put up your hand if you sometimes think you are better at something that you really are.

*Activity 1 - The U Factor:** Read the U Factor story to the class, then ask these questions:
* Before the U Factor, how did Zane feel about his singing?
* Who helped him to feel this? [parents, family, friends, school.]
* Was Mr Thomas being mean? [No, just realistic - and trying to help.]
* How did Zane feel when he got through to the next round?
* What became as important to him (perhaps even more important) as his singing?
* What did he believe about his singing? Who led him to believe this?
* Were they right?
* At the very end, how do you think he coped? What helped him?
* Sometimes we can believe what other people tell us when we know it is not really true. They might say we are fantastic at football when the truth is we are good but could do a lot more to become better. Who tells us these things? [friends, family, media, social media.]
* Similarly, someone might think they are fat because most of the bodies they see on television, in films, in magazines, on social media are of thin or very thin people. They compare their normal size body with a very thin one and think they are fat.
* Some groups of people don’t get shown on television very often - sometimes this is because of how they look; they don't fit with what TV shows like to show.
* Make a class list of the groups of people who are often overlooked (missed out) by programme makers. Suggestions will ideally come from the children. [Could include – disabled, ethnic minorities, transgender, women in certain roles, the socially disadvantaged.]

*Activity 2 – Achievement Audit** Ask the children to complete the Achievement Audit, taking time to think about the things that they worked hard at to improve
1. **Special people**
* Go over what we mean by special people – people who are important in our lives. (revisit from previous year’s activity ‘Who are our special people?’ if necessary).
* How can special people help us? Take suggestions from the class.
* What can the children do to help the special people in their lives? Take suggestions.
* Where do our special people come from, which communities? [home, school, street, clubs, church, mosque etc.]
* Once these points have been talked through, it should be easier for the children to write down who their special people are, why are they special and where they come from. Make some notes as you go along, on a whiteboard or flipchart.
* Give the children a blank sheet of large (e.g. A3) paper on which to make a poster about themselves and their special people. The children will use the notes made in the introduction to help them with this.
* Children can draw a picture of themselves in the middle or, if available, stick a photo of themselves in the middle. Their special people can be named and drawn. The reasons they are special and which part of the child’s life they come from can be written around the child. Photos of these special people can be brought in and added at a later date.
1. **Random acts of kindness**
* Ask the Big questions:
* What is a random act of kindness?
* How do they make people feel?
* Give time to talk in small groups or talk partners.
* Ask children to discuss vocabulary that means to be kind: thoughtful, friendly, warm-hearted, generous, etc. collect to display on working wall.
* In groups ask the children to think of 5 ways in which to be kind collect ideas on board. Explain that being kind and showing kindness is important to help other people feel happy and cared for. Explain how this has a positive impact not only towards themselves, but others too.
* Put children into groups and distribute scenario cards. Give them time to read and discuss what they might do for each of the scenarios.
* Ask groups to explain what acts of kindness could be done for each of the scenarios. Move cards on in a carousel and repeat activity thinking about different acts of kindness. Collect ideas.
* Ask the children to find ways in which to show a random act of kindness towards someone throughout the day. It could be opening a door for someone, paying someone a compliment, helping the carry something etc
* Ask them to think about how it makes them feel when they have carried out an act. Can they see if they can do this at home too.
1. Drawing around the hand. Write on the fingers the names of special people at home, in the middle of their hand write the names of 5 special people in school/class.
2. Bucket filler – This can be used as a whole school display at the front of the school after. Children to write acts of kindness x 3 (which look like they are going into a bucket).
3. Write something/s positive about themselves around their own face OR On their table have every child’s face printed - whilst going around the room children to write something positive about their peers.
4. Work in pairs leaving distance between and working effectively with peers – Children to act out kind scenarios (e.g. giving a complement/hugging) Using only hand gestures/sign language/Makaton and then other pair/partners to guess.
5. Children to sit at their tables. Take it in turns going around the tables to keep the eye contact for 5 seconds and then turn to the person next to you and pass on the eye contact**.**
6. **Identify special people – both at home, in school and in class:**

What makes you special? Individual? Unique? Interesting? Important? Watch the video and decide what makes you special...<https://www.youtube.com/watch?v=LrPm7BasRBo> (can watch song for younger children. Model what makes you special <https://www.youtube.com/watch?v=E9NSeBocfDY>)Introduce the concept of living in relationship bubbles which is a popular idea used a lot for reminding chn about social distancing at the minute (you will hear teachers use it a lot!). Who is in your life bubble? at the moment? Who was in your bubble? Who do you want to be in your bubble? What do you want your relationships with family, friends and peers to look like? Model your bubble - use circle or venn (circle potentially easier???). Inner circle - close family you live with, second layer - close friends and family you interact with, possibly using technology. Third layer - your peers, neighbours. Who else? Colleagues? People in uniform?  Ask children to model what their relationships look like now and what they want them to look like in the future? Reiterate that this is completely private from peers and is not being judged by one another or teachers. Which adults in school will you have relationships with? Why? Are they in your bubbles?  **13. Acts of kindness for themselves and others:** [*https://www.youtube.com/watch?v=rwelE8yyY0U*](https://www.youtube.com/watch?v=rwelE8yyY0U)show video animation up to 1:50. What do you think today's lesson is about? Elicit it is about kindness. How does it feel if someone does something kind for us? What is it, why is it good and how can we use and spread it? Has anyone got any examples of acts of kindness they have carried out during the covid-19 pandemic? (NHS clap? Can show video). Have you shown kindness to yourself? What am I talking about? Share resources from links. (curate for chn as there is a lot!) <https://www.actionforhappiness.org/10-keys-to-happier-living><https://www.yumpu.com/en/document/read/63289789/living-through-lockdown-a-5-point-plan-to-support-yourself-emotionally>Collate ideas for being kind to yourself and being kind to others (collage, mind map venn, t-chart, virtual class kindness idea thread or shared doc)**14. Recognise positive traits in themselves and others:**Recap meaning of key vocab: Relationships (bubble), kindness, family, friendship/friendship, peers, colleagues. Recap previous learning - what do we need to do to develop effective relationships? Why are relationships important? What is kindness? Why is it important? Discuss what helps us build relationships: positive traits/characteristics (define and discuss)> Use word bank (example below) and model identifying a character trait in yourself you think is positive and one in a child in class. Use outline (example below) and model writing your identified trait (challenge: explain why or give example of using characteristic/trait) and that of a child in class. Have children complete their own outline and that of another child (allocate or choose or teacher). Have you developed any positive traits during covid 19 (can flip to negative - reflect what you need to do to rectify/address this). It's OK to sometimes deviate from positive traits - we all do it. The real skill is recognising it, reflecting on it and resolving not to let it become a habit and part of our personality. Finish writing a short promise to myself on which traits I am going to further develop. (Encourage chn to pick a few)**15. Communicate effectively with peers/ Social skills such as turn taking and eye contact**What is effective communication? Why is it necessary? When can it be used? Explain to chn that EC is listening, understanding, answering, having an open mindset, and using body language. Why is effective communication helpful?<https://www.youtube.com/watch?v=oWe_ogA5YCU>Explain to chn that when social distancing communication can be cold and distant. Therefore, effective communication and active listening are necessary. Children reflect how they can improve communication with their peers when social distancing. Using body language? Facial expressions? Listening and understanding? Which skills do they already use? Which ones do they need to develop? How can they practice this? When have they been using effective communication during lockdown? Shopkeepers? Neighbours? Children to show examples (role play) of effective communication with a peer and how we can make the other person feel good. Reflect what they found challenging (sentence stems below). <https://www.twinkl.co.uk/resource/au-l-53272-f-2-reflection-sentence-starter-cards><https://www.griefrecoverymethod.co.uk/_webedit/uploaded-files/All%20Files/Schools%20-%20Resources/good_conversation_schools.pdf>**16. Work effectively in a pair**Recap on effective communication. How can we communicate in a positive way with others? Explain to children that during lockdown they have been working alone or with the help of an adult (or older sibling). What other types of working can you think of? Individual? In Groups? With a Partner? Which one is best?  Talk about why working in pairs can be positive <https://www.youtube.com/watch?v=fqyjBGSv_5E> Why working with a partner doesn’t always imply working the right way? Which one is the best way to work with a partner? Is effective communication necessary to work successfully with a partner? Why? What do we need to keep in mind when working with someone else during these times? Children reflect how to work in pairs while social distancing. Explain the phrase Think - Pair – Share. Create a poster that contains the most important ideas to work with a partner. One will be shown in the class everytime chn work with a pair. * **Additional resources:**
* [https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-kindness##](https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-kindness#%23)
* <https://grammarsaurus.co.uk/portal/free-materials/> this website contains a social story.
* <https://www.childline.org.uk/toolbox/calm-zone/>
 | **Next steps/evaluation of activities:***Identify special people – both at home, in school and in class:* Do you want a bubble? What should it look like? Is there a normal way for this to look? Which adults in school are in this bubble? *Acts of kindness for themselves and others:* Are being kind to yourself and kind to others different? Explain? How does kindness help us build and maintain our relationships? (Inspirational video for future ideas + random acts of kindness day) <https://www.independent.co.uk/life-style/random-acts-of-kindness-day-viral-inspiring-free-haircuts-homeless-veteran-funeral-a9339256.html>)*Recognise positive traits in themselves and others:*It's OK to sometimes deviate from positive traits - we all do it. The real skill is recognising it, reflecting on it and resolving not to let it become a habit and part of our personality. How will we adopt and use positive traits will help us in developing our relationships?Challenge - could ask children to pick 5-10 traits and place on a continuum of importance - justify why positioned?*Communicate effectively with peers*It's OK to disagree with others – that is what makes a conversation fun! But are we showing respect and active listening? EC will help us understand others better. Could ask children to use the skills learnt throughout the week and ask how their communication skills have changed.*Work effectively in a pair* Working with a pair teaches us to share, express and understand other people. There is not only one-way to do it, but not every way is correct. Ask children to reflect about what they have learnt these past weeks working independently. What was the role of the adult that help them? Helper or guide. Challenge: Share strategies to work in a group of 3 or 4. Which ones are the same, which ones are different? |
| **Week: 1 of 5** | **Guidance for teacher:**There may be some children who don’t feel that they have any special people in their lives. This needs to be identified early on at the note-making stage so the teacher/TA can make some suggestions such as helpful adults around school. The child will then have something they can put on their poster.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.The above activities are there to provide suggestions as to how you may begin to rebuild relationships in your class. Some pupils may be with a different teacher/new classmates so it is important to take the time to rebuild these relationships and support the development of a safe space for children. Please use and adapt the above activities as you feel is needed in your class. If children have experienced loss or bereavement during lockdown, extra care and support will be needed to adapt activities and support these pupils. | **Additional support needed:**If you notice any pupils may need extra support with transition back to school, please make note here and speak to your Designated Safeguarding Lead/Pastoral Lead. |