**Recovery curriculum planning**

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| **Year group:**  Upper 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 * Identify what they will miss about home/what they missed about being part of their class * Recognise positive traits in themselves and others * Work effectively in a small group * Communicate effectively in a small group * Social skills such as turn taking, eye contact, being assertive and conflict resolution   **Key vocabulary**: anxious, nervous (feeling words), special, important, transition, wellbeing, kindness, share, |  |
| **Theme:**  **Relationships** | **Sample activities:**   1. **Brainstorm feelings that children may have. Who can help? How? What can we do?**   Chn may say they feel sad; angry; nervous; anxious; happy; normal; excited; lonely.  Can discuss counselling; grieving; talking to teachers; parents; friends.  Importance of talking; knowing it’s ok to have any feelings; everyone has different experiences; deals with matters differently; no right or wrong; rebuild relationships. Simple gestures: smile; positive words; quick note;   1. **Discuss who has helped them during lockdown; how are they special to them; what did they do to get them through the crisis.**   Parents – kept them motivated – stuck to timetable/regime; wider family members; teachers – regular blogs; calls; emails – regular activities/lessons to engage in school life; religious leaders; government – regular updates – helpful or not?; friends – emails; blogs; gaming; calls.   1. **Practise some well being exercises – taking time to reflect by listening to calming music and thinking.**   Yoga; meditation; worry box; well being activities   1. **Design a poster showing two sides: one how they felt during lockdown and the other how they feel now. Overlaps could be in the middle.**   Think about feelings; emotions; difference in how activities were completed; distancing etc.   1. **Write a letter to someone asking how they are.**   It could be someone known or unknown; it could be a neighbour that they have seen regularly going to work during lockdown; it could be an NHS worker; it could be someone who lives alone; someone may have lost someone close to them.   1. **Kindness rocks – decorate a rock/pebble with a positive message to leave in the local park.**   Write a motivating message on a pebble using permanent paint, decorate and varnish. Leave in the local park in a safe place for everyone to see.   1. **Write a song/rap about the experience of lockdown.**   Brainstorm ideas as a group of what they did during lockdown and how it made them feel. Create lyrics that can be put to own music or well known song.   1. **Acts of Kindness:**   *Activity 1:*  Write down all the students names and place them in a pot/ hat etc. Then starting with the first person in the register go through and pull a name out. The mission is to do one act of kindness for that person within the week. Discuss with the children what acts of kindness are and why we do them. At the end of the week, get the children to share what someone did to show them kindness.  *Activity 2:*  Set up a Kindness wall within your classroom. This is a place where children can put up stories, messages, thank you notes, drawings etc when someone has shown them an act of kindness.  In the session focus on noticing acts of kindness. Discuss with the pupils what acts of kindness are and how they can range from something small like a smile to something much bigger. This can be linked with Covid-19 but discussing doctors, nurses and other people that they know of that have shown kindness. Discuss the impact an act of kindness can have on someone.  Get the pupils to create a poster/picture etc of when someone has shown them an act of kindness since school closed. Get each child to share their story and add these posters to the kindness wall.   1. **Group work**   *Activity 1:*  <https://www.bbc.co.uk/bitesize/clips/zsbfb9q>  Watch this clip which is an example of children using teamwork on a search and rescue. Create a list of all the skills they need to work well in a group activity.  Discuss what different roles people can take on within the group?  <https://www.bbc.co.uk/bitesize/clips/z39g9j6>  Watch this second clip. Discuss what problems the children encountered. What skills were they missing that were causing these problems? How could they/did they resolve the problems?  Get children to think about a time when they have had problems within a group task or activity? What did they do to overcome these challenges? Create a list of effective resolution strategies.  *Activity 2:*  Draw a picture or write what they think good teamwork/group work looks like. Feedback these to the class. What are the common themes?  Discuss the different emotions they may feel when participating in group work e.g. frustration, sadness, anger, happiness etc. What reasons can they think of that may cause people to feel these emotions?  What skills do we need to work as a group effectively? Go round the room and get children to share their ideas.  Discuss the benefits of working as a team over working on your own.   1. **Missing home and school**   *Activity 1:*  Fold a piece of paper into 4. In the top left box list all the things they missed about school when quarantine began. In the top right box list all the positive outcomes of being at home during quarantine. E.g. spending time with their family, learning new skills, becoming more independent etc.  In the bottom left hand box write all the things they will miss about being at home now they are back at school. In the bottom right had box list all the positive things about being back at school e.g. seeing their friends, having the teacher to help them, getting outside more etc.  Share what they have written as a class and discuss the different emotions these scenarios have caused them to feel.  Reassure that children that even though the things on left may make us feel sad, worried and scared, that there are always positive things that can come out of them which are those things on the right.  *Activity 2:*  Get the children to fold their paper in half and draw a picture of themselves on both halves of the paper.  Around the picture on the left draw thought bubbles with all the feelings and thoughts they had about when school closed.  Around the picture on the left draw thought bubbles with all the feelings and thoughts they have now about leaving home and being back at school.  Share some of these ideas as a class. How did we overcome these emotions when we were at home? How can we overcome them now?  Create a list as a class of all the positive outcomes from being in quarantine at home and what they hope will be the positive outcomes for being back in school.   1. **Positive traits**   <https://www.educationworld.com/a_lesson/self-esteem-positive-character-traits.shtml>  Watch the video of Lizzie Velasquez, who suffers from a rare disorder and partial blindness. Discuss how do we define ourselves?  Share the 10 positive traits.  1. Trustworthiness 2. Fairness 3. Citizenship 4. Responsibility 5. Respect  6. Caring 7. Empathy 8. Courage 9. Integrity 10. Perseverance/determination  Ensure all pupils understand these and give examples of how we would know if someone had these positive traits.  Put the students into pairs. (They do not need to be physically next to each other to carry out the task.)  Get each child to write down:   1. 3 characteristics or traits they like about themselves. Encourage them to think about the core elements of their personalities rather than their interests of talents. (Link back to the positive traits and how we show them.) 2. 1 positive trait about their given partner, again focusing on elements of their personalities not interests or talents.   Then ask each children to stand up and say:  My 3 favourite positive traits are \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ and one of (classmates name)’s positive traits is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Allow children a few minutes to think about what they said about themselves and what their partner said about them. Ask them to write a statement expressing the characteristic they are most proud of. They could write a word, a sentence or a few sentences.  When they are finished, go around and get each child to stand up and express verbally which trait they have chosen and why whilst holding up their statement.   1. **Social Skills**   *Activity 1:*  The key elements to successful social skills are:   * Tone * Volume * Eye Contact * Facial Expressions * Gestures * Body Language Ensure pupils understand what all these elements are/mean.   Use role play (socially distanced) to model good and bad social skills. Get other children to say whether it was good or bad and why.  Discuss why it is important to display/have good social skills.  *Activity 2 Tone of Voice:*  Ask the group what they think “tone of voice” means. Brainstorm definitions and write them on the blackboard or a large sheet of paper. Give examples of different tones of voice. Explain that: The tone of your voice—how you are actually saying something— communicates what you feel. Often, your tone of voice can give a stronger message than your words. Sometimes, how you say something can change the meaning of what you are saying. It can even give the message that you don’t really mean what you are saying. Have the children go around the classroom and ask them to give examples of voice tone that can change the meaning of what’s being said or communicate the wrong feeling. Example 1: The first child in the circle says, “I love ice cream” in a bored voice. The next child then says, “I love ice cream” as though she really does love it. Example 2: The next child says, “I have so much homework!” in a happy voice. The next child says the same sentence in a tone he thinks appropriate, such as unhappy or angry. Example 3: The next child says, “I think your shoes are cool” in a surprised voice. The next child says the same sentence in a tone she thinks appropriate, such as complimentary or friendly. This activity can continue around, with children making up their own statements. Follow up with a discussion of how voice tone affects the meaning of what’s being said.  *Activity 3 Volume of Voice:*  Ask the group why it’s important to use the appropriate volume, or loudness, of voice in different situations. Brainstorm ideas and write them on the blackboard or a large sheet of paper. Tell them: Controlling your voice volume is a very important skill for getting along with other people. It means making your voice softer or louder, depending on the situation you are in. There are three basic voice volumes—soft, normal, and loud—and each is appropriate for different situations. When you use the best voice for a situation, you are also using self-control. Using the wrong voice volume—like talking loudly in a quiet place, or so softly that no one can hear you—can make other people feel uncomfortable, and it can make you feel as though you don’t fit in. That’s why you should first think about the situation you are in. Then, think about different voice volumes and choose the one that is most appropriate. Distribute Activity Sheet. After the children fill it out, ask them to think of other situations in which different voice volumes are appropriate. Then, have them discuss the reasons behind their answers.    *Activity 4 Eye Contact:*  Ask the group what they think “eye contact” means. Tell them: People speak with their eyes as well as their words. When people make eye contact, they look at the person to whom they are talking or listening. Making eye contact doesn’t mean staring into the other person’s eyes the whole time. It means looking at her every so often, so that she realizes you understand and care about what she is saying. Without even speaking to you, other people are constantly giving you feedback about what you are doing. If you don’t make eye contact with them, you won’t be aware of their reactions. Likewise, if they don’t look at you while they are speaking or listening to you, they can’t fully know how you are feeling. Distribute Activity Sheet. After one child has been the speaker and one the listener for all three situations, have them switch roles. Then, ask them to share their feelings about the three types of eye contact. Have a class discussion about what has been learned.      *Activity 5 Facial Expressions:*  Ask the children, “When you look at people’s faces, what do their expressions tell you?” Brainstorm ideas and write them on the blackboard or a large sheet of paper. Tell them: People’s facial expressions show how they feel. The way their faces look can tell you more than what they are saying. You can often tell whether a person is angry, sad, or happy, even if you can’t hear her words. When someone is talking to you, it’s important for you to use an appropriate facial expression. If she is saying something funny, you would probably smile; sad, you might look serious; scary, you might have an alarmed expression on your face; and so on. If you look bored or stuck-up, that person probably won’t want to continue talking with you. Distribute Activity Sheet. Children can either write in the answers or raise their hands and take turns guessing the facial expressions. Reinforce the concept that they can tell how each child is feeling even without any words being said. When asked the reason for each child’s feelings, children can invent scenarios—there are no right or wrong answers.    *Activity 6 Gestures:*  Ask the group what “gesture” means, and choose volunteers to show gestures with their arms and hands. Ask others to tell what they think these gestures indicate. Tell the group: Gestures play an important role in communication. Many people use their hands to emphasize what they are saying. For example, clapping or giving a “thumbs up” shows your approval. Waving is a gesture of greeting or a way of saying goodbye. Other parts of the body are also used to convey the meaning of our words. Shrugging your shoulders is a way to say, “I don’t know,” or “I don’t care.” Even though we usually pay more attention to the words people are saying, it’s important to recognize what signals and gestures mean so that we can communicate effectively. Distribute Activity Sheet. After the children have completed it, discuss what each gesture means and when it might be used.    *Activity 7 Personal Space:*  Ask the children to talk about personal space. Have them focus on the word “personal” when they are thinking about the concept. Tell them: Personal space refers to the distance between two people. Your personal space is the space around your body that helps you feel comfortable near other people and helps them feel comfortable near you. It’s like an invisible bubble you carry around with you. People who have studied personal space say that there are four space zones. The first is called the “intimate” zone, which starts where someone can almost touch you and goes out about eighteen inches. This zone is where your family and closest friends will stand to talk with you about something personal or to be near you. If someone you don’t feel close to stands in this zone, you will probably feel uncomfortable. The second zone is called the “personal” zone. It goes from eighteen inches to four feet out from your body. People you know well stand in this zone for everyday conversations. The third zone, the “social” zone, ranges from four to twelve feet from your body. Acquaintances stand in the social zone to talk to you. The fourth zone is the “public” zone. It starts at twelve feet and goes as far as you can see. People stand in this zone to speak in public, for example, if someone were running for school office and had to give a speech in assembly. Distribute Activity Sheet and have children give examples of whom they would usually talk to in each zone. Besides friends and family members, they should think of people at school and in the community. Link this lesson with social distancing. How might the zones be adapted due to Covid 19? Who is now only allowed in our intimate and personal spaces?    *Activity 8 Body language:*  Ask the group to talk about what body language is. Tell them: People can communicate messages to each other without using a single word. In fact, people are almost always doing this without realizing it. Even when they are talking, their bodies are “saying” things too. Body language is the unspoken communication that goes on in every encounter with another human being. It gives you clues to someone’s true feelings toward you and to how well your words are being received. Experts say that 93 percent of what you are communicating comes from your body language, and only 7 percent from your words. Distribute Activity Sheet. Discuss the way the body language of each child communicates what he or she is feeling. In a Charades type of game, children can take turns striking poses and using their bodies and facial expressions to communicate feelings, while the others guess what they are acting out.     1. **Special people**   *Activity 1:*  Create a list of the people who the children think are special to them. This should include their family as well as people in the wider community e.g. friends, sports coaches, counsellors, teachers, religious leaders etc. Each child will draw a portrait inside a picture frame of the people that are special to them.  *Activity 2:*  Discuss with the children who are special to them? Why are the special? How can we show we appreciate these people?  The task could be a variety of different things:   1. Get the children to complete a table with these 3 questions as the headings. 2. Write a letter or create a card to someone who is special to them. Tell them why they are special? 3. Draw a heart in the middle of the page. Around it draw all the people that are special to them. | **Next steps/evaluation of activities:** |
| **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. |