**Recovery curriculum planning**

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| **Year group:**  **Upper Key Stage 2** | **Key skills of activity:**   * Children to identify a timeline of emotions i.e. school closure to this point * Children to identify positive and negative emotions and who to share these emotions with * Children to partake in activities the practice both academic and social resilience * Children to create a list of questions/anxieties they have * Children to discuss how these questions make us feel – how can we get answers to these questions/ease anxieties around these questions.   **Key vocabulary**: resilience, goals, adjusting, effect, change, emotions, hope, feelings, success, adapt |  |
| **Theme:**  Transparent Curriculum (resilience) | **Activity 1: Circles of Control**  Part of being kind is being kind to yourself. It can be difficult knowing what you should and shouldn’t expect of yourself when things are so uncertain. Managing your goals effectively in unfamiliar situations is a key part of being resilient. [**This simple illustrated card**](https://www.preparecenter.org/resource/circles-of-control/) gives instructions for this activity. (uploaded separately)Think about the things in your life you can and cannot control. Draw two circles on a piece of paper. Draw all the things you worry about but can’t control in the outside circle, and then all the things you can control in the central circle. Pick one of these central worries and think of a plan for how you can ease this worry. Don’t overwhelm yourself, take it one problem at a time. Being kind to yourself is as important as being kind to others.  **Activity 2: The Ripple Effect**  Part of resilience is understanding how things affect us and our communities. Read the stories below and discuss how you think these people felt and how they have shown resilience to the changes. Draw a series of circles like ripples when you drop something into water. The inner circle is you, the middle circle is your friends and family, the outside circle is your school or community. Draw the ways in which the current situation has affected your life. It’s important to reflect how problems affect you personally and how they affect others. How have you shown resilience to these changes? Who and what has helped you? Think about another person’s perspective - do the ripple effect again for the people in the stories above, a family member or friend.    **Activity 3: Timeline**  Get children to create a timeline of their emotions. Start with when they first found out about the virus. Include when schools have closed, whilst they have been doing home learning, any significant events e.g. birthdays, bereavements etc, when they found out they were/weren’t coming back to school, their first day/week back and now. Discuss the different ranges of emotions, why they felt that way and how they managed their emotions. Link back to previous weeks learning on how to manage our emotions.  **Activity 4: How Many Positives?**  See the separate resource sheet with the guidance and resources for teaching this activity.  **Activity 5: Hope Clouds**  Using the cloud template, ask the children to think about their own dreams and hopes for the next academic year. It might be something that they can change or it might depend on others. Again, the suggestions may be very simple short-term ideas or aspirations that may take a lot more time, effort and support. Explain that they can choose to share their dream or hope with the rest of the class/group or keep it to themselves. Ask children who are willing to share to read out their dream/hope and discuss with class/group. Ask the whole group how being hopeful might help us to feel able to cope with things that happen or problems we want to solve. Ask the children to write on their hope cloud one thing they will do to get closer to their dream and one person that they could ask for support. Allow children to take them home as a visual reminder of being hopeful.  See separate sheet for more guidance and the template.  **Activity 6: A Letter About How I’m Feeling.**  Children are to use the template to write about how they have been feeling and think about what has caused those emotions. If they want they can share with the class what they have written. Discuss the common emotions and the reasons why. Create a list of strategies they can use that will help them to feel more positive. See separate sheet for the template.  **Activity 7: Understanding Our Emotions**   * Look at the **PowerPoint** of various Beano characters. In groups, try to come up with the best adjective(s) to describe that person (they may think of their own words or choose two or three adjectives). Let the groups discuss amongst themselves and try not to give any input at this stage (other than discussing any unknown vocabulary). * As a class, go through the PowerPoint again – which emotion did each group think was being displayed? What was it about each person that gave the clues (for example, looking down, hunching the shoulders, or having tears in the eyes may indicate sadness)? Some pictures may seem to display a range of emotions – for example, Slide 6’s character may be worried or apprehensive, or also scared and fearful. Without context, there are no right or wrong answers. * Pick out two or three of the emotions (most pertinent to your class) from the PowerPoint. Ask the children, “*What makes you feel like this?”* Talking partners: pupils to discuss times they have felt this emotion. If any pupils are reluctant to talk, they can listen to their partner, or be put in larger groupings. Those that wish to could share their experiences in a class discussion.   In pairs or small groups, children can play the ‘**Emotion Board Game’**. If time is tight, give each group two dice to roll and find the sum before moving counters. Please consider whether reluctant pupils are to nominate a friend to take their turn or whether to allow pupils to play as pairs so that they can participate as and when they feel comfortable. See separate sheets for PP and board game.  **Activity 8: Being Brave and Becoming Resilient**  Show the class **PowerPoint Slide 1**. Talking partners – can the children guess what the picture represents? After a few minutes, establish that it is one person resisting peer pressure, daring to be different and saying ‘no’ – perhaps to something that they know is wrong, dangerous or that they’re not comfortable with. “*Can anyone imagine what the situation could be?* *What words could we use to describe the person who is being different?”* Together, establish that we could describe them as brave.  Give a slip of paper per pupil (more if needed). Encourage each group to discuss what it is that makes people brave. On their slip of paper, pupils are to try to write one thing and place it in their courage cup – preferably different to others in their group so that their cup contains a variety of ‘brave’ attributes. Put **PowerPoint Slide 2** on the board to prompt their discussions and consider the many different situations that might require bravery. Teacher input on some of the less obvious pictures may be needed – encourage the children to consider that sometimes courage may not be seen – it’s not necessarily being tough, but is a strength *inside*, the ability to pick yourself up after something difficult.  Come together as a class. Choose some volunteers to share their courage cups. Praise their ideas. **PowerPoint Slide 3** – “*Let’s have a look at what I put in my courage cup*”. Discuss and encourage the children to explain/give examples of each.  **PowerPoint Slide 4**: Explain that it is important that we try to be brave at school and at home. Being able to ‘bounce back’ after we’ve experienced something difficult is a really good skill to have. “*Does anybody know what this skill is called?”* Use the game of hangman to reveal the word resilience on the board.  **PowerPoint Slide 5:** Success can refer to anything – schoolwork, friendships, trying something new – show the straight line, and then show the actual line. “*We can all face problems in anything we do – what’s important is having this ability to bounce back, be resilient and try again. There will always be bumps along the way. We can help each other when we’re feeling scared, or sad and give each other courage.”*  Encourage the children to consider what they can do to be more resilient at school so that they can succeed in their goals. Share ideas.  Following the plenary, children could write their idea for being more resilient at school on a post-it note – these could be stuck to the wall and made into a classroom display. Or this can be completed, instead, on the **Extension Worksheet**. Create a poster to encourage other pupils in the school to be brave and resilient.  See separate sheets for PP and activities.  **Activity 9: Managing Difficult Emotions**  **PowerPoint Slides 1 - 13**: Ask everyone to get to their feet and spread out so they have some space around them. Explain that the pupils are going to have to do a bit of acting and that you are going to call out situations that could happen in life. When you call out a scenario, the pupils will have to act out how they think they would feel if it happened to them. They will have to show these emotions with their body language and their facial expressions.  Read out each scenario, pausing after each one to give the pupils some time to act out the emotions. Point out one or two particularly creative ones and ask the rest of the group to guess what emotions their friends are acting out – note to the class that we can feel different emotions to each other even in the same scenarios. (Adaption**:** If any of the pupils are reluctant to get involved, pair up the pupils so that one acts out the emotion while the other identifies what they are feeling.)  **PowerPoint Slide 14**: Consider the effects of feeling lots of emotions all at once. Look at the example. Explain that feeling all of those different things at once can be overwhelming but we can build our resilience by actively doing something to help ourselves feel better.  On the **Worksheet**, children are to design a new character to depict the following difficult emotions: anger; sadness; jealousy. Model the writing – for example, anger might make you feel cross and irritable, it might make your face redden and your fists clench. It may make you want to shout or hit something. To change this feeling, you could take yourself away from the cause, take deep breaths and calm down. Talking to others might help or running around to lose some of that angry energy.  **PowerPoint Slide** **15-16**: As a class establish that there is a choice here – to be angry/sulk or to find a better solution. Can the children come up with a variety of better options? For example, going to watch so that you can still learn alongside the group or playing your favourite video games with friends instead. Consider what effects both options might have not just on you but on the people around you.  Give each pair or small group a scenario from the PowerPoint (**Scenario Cards**) and ask them to discuss what they could do to feel better in these situations. Encourage them to think of as many strategies as possible from distraction (doing something different), to asking for help, using humour, to solving the problem or simply having a break. Those who are willing could share their ideas with the class.  See separate sheets for PP and resources.  **Activity 10: Understanding Change (Similar activity to circles of control)**  **PowerPoint Slides 1-3**: Give the class 3 minutes to unscramble as many of the words as possible on the board (tip: unscramble the shorter words first!). Can anyone think of a commonality for these words? Establish that they are all things that might change and cause us to experience some difficult emotions – “*and that’s what we will be looking at today: change*”.  Split the class into small, mixed ability groups and give each group a Scenario Card.  **PowerPoint Slide 4 –** In their small groups, children are to discuss the questions, considering the feelings that might arise as well as what they could do to make the situation easier. Volunteers to relay their thoughts back to the class in a whole-class discussion.  **PowerPoint Slide 5:** Together, look at the thought-shower on the board, which will hopefully sum up what the children came up with themselves! Discuss any new ones. “Preparation’ may need further explanation – “Who could explain how you could prepare for the scenario on your card?” Examples could be finding out about the replacement teacher – their name etc., looking on their new school’s website at the teachers or at a map, checking the local bus timetable…  **Extension Worksheet:** Think about a change that has either happened recently or is about to happen and consider the day-to-day challenges that change may bring. For example – moving to a new school – the challenges may be finding your way around, getting the bus there, learning your new teachers’ names etc.) Decide whether each challenge should go on the outer circle (‘Things I can’t control”) or the inner circle (‘Things I can control’). Best done in mixed-ability pairs or groups to allow for discussion. Lower KS2 may need support with this.  Adaption: This could be made into a whole-class activity - if time allows - with the circles being made out of string on the classroom floor and the comments placed in the circles on sticky notes  Sum up that our *reaction* to the change, our resilience, is what matters and what is in our control. We can seek support from others to help us.  See separate sheets for PP and resources. | **Next steps/evaluation of activities:** |
| **Week: 3 of 5** | **Guidance for teacher:**  All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. | **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. |