**Recovery curriculum planning**

|  |  |  |
| --- | --- | --- |
| **Year group:**Lower Key Stage 2 | **Key skills of activity:*** To practice mindful techniques
* To self-regulate and practice self-regulating skills
* To understand how to build a growth mindset
* To self-reflect

**Key vocabulary**: challenge, determination, mindset, self-regulation, control, strategy.  |  |
| **Theme:**Metacognition | **Sample activities:**1. **Mindfulness yoga –** taking time out for children to relax and become mindful and to concentrate on their breathing.
2. **Breathing Boards –** Children to take time out to pick a breathing board and to use their finger to follow the lines whilst concentrating on their breathing. See separate sheets in resource file
3. **Five senses -** Use this Five Senses Exercise as a simple, versatile way to evoke a mindful state wherever you are. The goal of this exercise is to practice being aware in the present moment throughout the day whenever formal mindfulness practice such as meditation or a body scan might not be practical. It is simply a guide to help you or your client become attuned to the five senses. See separate sheets in resource file
4. **Create a Mindful Glitter Jar -** <https://www.mindful.org/how-to-create-a-glitter-jar-for-kids/>
5. **Try saying something else resource –** children to match a fixed mindset statement to a growth mindset statement. See separate sheets in resource file
6. **Create lava lamps -** <https://sciencebob.com/blobs-in-a-bottle-2/><http://www.sciencefun.org/kidszone/experiments/lava-lamp/>

 1. **Sample lesson 1:** Ask: Do you ever think that your thoughts are all over the place and that everything is swirling around like a washing machine?

Allow time to discuss as a group. Record children’s answers.Display these thoughtsHave I remembered my P.E kit?I hope we don’t have art today, I’m really not very good at drawing!I hope my best friend is in school today I am lonely when they are not here.I hope that my teacher can see that I am trying my best.I wish I could remember all my times tables?Discuss a time when you have been worried about something that might happen in the future or a time when you were worrying about something that had happened in the past that had upset. you Just imagine if your mind could be worry free and a calm, peaceful place so that you can enjoy life even more every day.Well I can and we are going to find out how.Share resource sheetExplain MindfulnessMindfulness is when we are thinking about what we are doing right now. Ignoring the past or the future, we just think about the present. Of course, sometimes, we want or need to reflect positively about the past or become excited about things in the future. Mindfulness is about living for the here and now and enjoying this very moment of our lives!Tommy could have focused on his breakfast with his family and enjoyed that special family time instead of worrying about something which was out of his control in the future.1. **Sample lesson 2:**

We all at times have negative thoughts about our capabilities.We often say ‘I can’t!’ Sometimes we say this because it may be something we have never tried before or that we have tried it once and found it difficult.Not everyone can do things correctly the first time, sometimes it takes practise. Remember the saying ‘Practise makes perfect!’ When we try someone for the first time, instead of saying ‘I can’t!’ Try saying ‘I can’t, yet!’Turning negative thoughts into something more positive has an amazing effect on our minds.Use the resource sheet to turn negative thoughts into positive ones1. **Challenge cards:**

Use the challenge card to enable the children to practice mindfulness techniques. 1. **Think, pair, share.**

During lockdown most students had their own learning routine that was very different from the strategies they used at school. Ask chn to think about a normal Maths/ English lesson before lockdown. Can they remember when they used to work in pairs? in groups? Individually? Was this useful? Why?https://www.youtube.com/watch?v=wW87rihT38I Chn to explain why Think, Pair, Share is beneficial. Compare it with their situation at home. With siblings? Parents?Activity: to write why working individually, with a partner and in a group is beneficial for them. Template: https://www.tes.com/teaching-resource/think-pair-share-template-61350001. **Self-regulation**

Highlight to the class that life is full of stressful experiences that will affect our learning. One way of dealing with stress is by managing the emotions that we feel in relation to these stressors. Explain that working at school needs self-control and self-regulation. What is self-regulation? What does a person without self-regulation do? Don’t line up properly? Be silly during lessons? Chat when other students are working?...Self-regulation is controlling and managing our feelings when something is bothering or stressing us. This doesn’t mean we need to hide our feelings. What would be a good way to control your negative feelings in order to focus on your learning?Activity: Share with children different scenarios that would stress us and think of how we could manage them. 1. **Growth mindset**

Recap on what self-regulation is. Why is this strategy helpful?What is a growth mindset? What is to have a fixed mindset? Which one of both mindset will help you succeed? <https://www.youtube.com/watch?v=vRQkxeBDEF0> Give examples on fixed and growth mindset. I’m not good at this, I could try this...Activity: Write the sentences on the right box. Which one is growth or fixed mindset? Can you think of your own examples of growth mindset? Do you tell those phrases to yourself? <https://assets.ctfassets.net/p0qf7j048i0q/3Ksved23rc5yVs9vnkMta8/57479cddd2c0e5150e12c41242a627fe/Try_Saying_Something_Else__Undserstood.pdf> 1. **Growth mindset II**

Recap on what growth and fixed mindset are. From the sheet chn used the day before, read all the fixed mindset sentences they wrote. When do you tell yourself those phrases?Change the sentences written with a fixed mindset into growth mindset sentences.For example, this is too difficult, into I will try again.1. **Mindfulness**

What is mindfulness? Is it easy or difficult to pay attention? What happens when we don’t pay attention?Ask chn to close their eyes and think of themselves practicing their favourite activity. Then attempt to distract them with something different, such as, mentioning homework. How does it feel? Highlight this is a normal thing to happen. Mention experts discovered that lack of attention could cause stress, frustration…Guided practice - breathing and thinking. Go through the guided meditation with chn. (attached mindful breathing document)1. **Mindfulness – arts & crafts- Mindfulness jar**

You will need: a glass pot, water, glitter, food colouring.Fill in the jar with water almost to the top and start adding the rest of the materials.When we are stressed, frustrated or confused our mind is like the jar when it is shaken up. Take your mindfulness jar, shake it, and relax while you watch it settle. Try as many times as needed. | Next steps/evaluation of activities:Sharing the importance of this way of working with students will help them understand why teachers apply this into lessons.Every time a children refuses to work in groups/pairs we can refer them to this lesson and remind them why we do it. It is ok to prefer one type of learning..  |
| **Week: 4 of 5** | **Guidance for teacher:**In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.When children don’t have a routine for an extended period, they forget how to react the right way. It’s useful to use different strategies during the day (clapping, Simon says…) to remind them they need to self-regulate themselves.Mindfulness can be a discipline taught in a lesson, but it is vital that students learn how to keep a healthy mental health and teach them to be aware when their mental health is at risk.Chn we see things from different perspectives depending on their situation at home, with friends, at school… having a growth mindset will help them to overcome challenges they will face in life. Every time an student is not motivated to work, it can be useful to remind them to switch into a growth mindset.Schools may use different metacognition skills and practices, please feel free to edit the above activities to reflect the work done in your school. | **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. |