

Re-connection, Recovery and Resilience in the Foundation

Activity: Opening up about how they feel. EMOTIONS

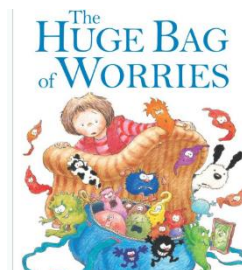
Discuss emotions with the class. What emotions are there?

Ask the class what these emotions feel like? Do they feel nice or horrible? What is their favourite emotion?

Ask the class to choose one emotion. Get them to draw or paint their chosen emotion. What do they think that emotion looks like? Get them to think about what kind of colour that emotion might be.

When the children have made their pictures, compare those pictures, which portray the same emotion? Do the children's pictures have similarities?

Are pupils sharing the same concerns? Use circle time to come up with ways of helping pupils overcome their negative emotions. How can the group support each other?



A storybook to share: The Huge book of Worries

A reassuring picture book encouraging children to open up about their fears and anxieties to help manage their feelings-a spring board into opening up important conversations with your pupils **Wherever Jenny goes, her worries follow her - in a big blue bag. They are with her all the time - at school, at home, when she is watching TV and even in the bathroom! Jenny decides they have to go, but who will help her get rid of them?**

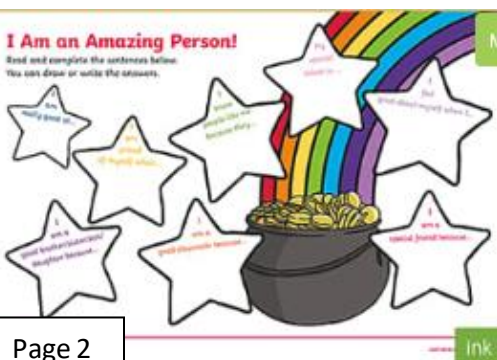
Activity: 'That's me!': Children take turns to stand up and share with the group a fact about themselves e.g. "my favourite colour is blue" or "I like to eat chocolate". If other children also agree with the statement then they must stand up also and shout: **"That's me!"**

Activity: Dependent on the needs of the group Explore the 60 minute mindfulness activities

<https://www.beestonfields.notts.sch.uk/60-mindful-minutes/>

See the following examples for inspiration

Activity: Celebrate all the amazing things the children have achieved over lockdown. Worksheet available on Twinkl



Re connecting RELATIONSHIPS

Activity: Developing trust: A game to play in pairs

Activity: Blindfold challenge. Social distancing paired activity (one pupil blindfolded) Partner needs to communicate carefully to help the blindfolded partner to travel from one place to another around some obstacles.



Activity: The children could create an imaginary drawing/picture of their **'still place'** and/or make their imagined **'I feel safe'** shield