

# Children will be looking for us to give them support to then enable them to become the adventurer.

## Before return to school (KS2)

### Classroom Display

Ask parents to send any photos of what they have been up to at home during this period (or save from items sent to school). Print out photos along with any home-learning and make display in classroom. This can be used as a talking point when the children return to the classroom. This will help children to feel that their work was purposeful and is a way of celebrating their strength during this time.

### Letter to the class (Teacher to Pupils)

Teachers to write an open letter to their class to tell them what they have admired, what they're looking forward to upon their return. Could use this as an opportunity for reassurance.

### Letter to your teacher

Children to write a letter to their class teacher to send over Dojo or Seesaw or other home learning app. Letter could include: how they are feeling; memories they will keep from this time; what they have learnt; what they are thankful for, what they are looking forward to doing; how they have been keeping busy at home; how they celebrated any special occasions (Birthdays, Easter etc) any questions they have about coming back to school.

### Letter to your class

Children write a letter to the rest of their class, these could then be read out loud to the class when back at school. This would be nice to do if not all the children are coming back at the same time.

### Time Capsule

Use resources and release to children and families to create a piece of history for return to school – children could bury themselves or bring to school and bury around place of positivity or tree of hope. Children can collect resources from school and then this could be used to create a scrapbook when back in school.

### The Book of Hopes

Introduce book to the children. The class teacher could read a chosen story from the book and share some of the images around hope within the book. Ask children to create a piece of art which shows what hope means to them.



Hope Copyright © Chris Haughton 2020

Hope – Anthony Horowitz (page 18)

What does the town of Hope look like? Create artwork or a map of the town.

### Worries

Use 'Me and my Fear' or 'Ruby's worry' (both picture books are on Youtube being read out loud.) Use these stories as a prompt for children to consider what worries them about coming back to school. Ask them to draw what makes them feel worried or talk about what makes them feel worried.

### **Share with children**

Before children return, communicate with them and allow them to process that school will be a different place: smaller classes, little pods etc

### **Timetable**

Think about what this will look like in your school. We should recognise that children will have lost some of their learning stamina and build in breaks (mindfulness colouring, games etc) to allow for this. Children will likely be craving some kind of consistency so agreeing on a timetable and sharing this with your group will be beneficial.

### **At School (KS2)**

#### **PSHE**

##### **Time to Talk**

Provide prompt cards on tables to allow conversation to take place in smaller groups. This could be done on a daily basis during a 'Toast and Chat' session to allow children to explore friendships and build positive relationships again in smaller groups. Resource 1

##### **Emotion clouds.**

Discuss the different emotions felt during lockdown by them (and maybe other members of their families). Break these emotions down as a class – look at each emotion in picture form – how might we be able to represent them? Draw the different emotions in each cloud. **Resource 2**

##### **What my hands held then vs What my hands hold now**

Using two hands (can be drawn or use resource), ask children to consider what they had before to what they have now. This may draw on positives like extra time with their family, appreciating school etc. **Resource 3**  
Could be adapted to look at the world and the positive impact it has had on the planet. **Resource 4**

##### **Rights of a Child**

Discussion of the rights of a child. Make sure children understand that although the world has changed a lot recently these rights have stayed the same.

<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-child-friendly.pdf>

##### **About Me**

Ask children to draw a picture for each of the different headings (something they love, something they miss...)

##### **Jigsaw Artwork**

Children, parents, staff and members of the community write their experiences of lockdown on a jigsaw piece. These pieces can then be joined together to create a whole school art display. This will be done across all Embark schools.

<https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle>

##### **Rainbow of Hope**

Look at the seven colours of the rainbow to symbolize a different emotion and complete an activity to go alongside each one. Could be carried out over the course of a few days with children celebrating and recognising each element.

Red = Love. Send a hug in the mail, write a letter to someone you miss, bake biscuits to share.

Orange = Hope and Optimism

Yellow = Happiness

Green = Growth

Blue = Freedom

Indigo = Inner Security/ Trust/ Responsibility

Violet = Imagination

### What we can control vs what we can't control

Ask children to list all the things they can control and all the things they cannot. This could lead to a discussion about letting go of feelings and being present and influencing those things we have control over. Resource 5

<https://www.thesomehow.com/circles-of-influence/>

### Worry dolls

Look at history of worry dolls. Legend has it that if you whisper your worries to them, they take them away. Children could have complete autonomy and design their own worry doll to make.

There are lots of tutorials out there but these use your average peg.

<https://patchworkcactus.com/diy-worry-dolls-halloween-style/>

If using Me and my Fear or Ruby Finds a Worry you could adapt this to create a 'fear' or a 'worry' monster.

### Colours of my heart

Children learn to name emotions and recognise feelings that they have felt during this period. Explain to them that they can divide it however they want but try to reflect on the time spent feeling that way and look at how the size of the section may represent that. They could then colour in and create a key for their emotions.

### Jar of Wishes

Children to paint and decorate a jam jar (or something similar) and label as a jar of wishes. Together, in class, they could use post-its or pieces of paper to write some ideas of what they would like to do soon (based on what they have missed).

They could then take these home to continue filling with their family.

### Rainbow Memory Jars

**\*\*To use this as a more reflective task, it could be done in silence\*\***

You will need: jars (plastic bottles would work too), salt or sand, chalk and small pieces of paper, cotton wool, glitter (optional)

Colour your salt or sand in the different colours of the rainbow. Children to write 3 – 5 memories on small pieces of paper.

Layer up the jar with salt and add pieces of paper in at different intervals. Top the jar with cotton wool.

### Mindfulness

Take children outside. Ask them to sit silently and observe by delving into the senses: what can they see, what can they hear, what can they smell?

You could extend this task by asking them to draw a picture.

### Create your own song

If you have a school song, you could break the lyrics down and rewrite so that they reflect the change and time.

Whole class/Group goal

Set a challenge as a class e.g. 'Walk the Mountains' (link to Chaucer House Point system). Set time aside each day to work together to achieve this. If this is a walking challenge, this also provides opportunity for less formal chats.

### Tic Tac Toe

Children to paint stones and create own game to play on playground where resources may be limited.

### Pictures from nature

Children to collect leaves and sticks from the outside area. They could then create a picture and laminate and attach to a frame made from sticks. Could be done as a whole class activity to create a large piece of outdoor artwork.

### Painting with Natural paintbrushes

Children to create own paint brushes from materials found outside and have a go at painting either a given stimulus (e.g. a rainbow) or a chosen stimulus.

### Goal Setting

Use masking tape to separate a piece of paper into different sections. Add colour to the rest of the paper using a chosen medium. Once complete, remove masking tape and use the blank spaces to add individual goals or wishes.

### Zentangles

Children start by drawing four dots (one in each corner) so the page is no longer intimidating. Ask them to connect these dots by drawing a light border around the paper. They then need to draw some 'string' to separate the page into smaller sections. Now, the children can choose one sections at a time to fill with a different pattern. Continue until the whole page is filled. There are lots of examples of this online and this can be adapted to them drawing an animal or different object and filling with pattern.

### Family Sculpture (smaller groups/ individual)

Provide children with clay or plasticine and ask them to mold members of their family (they could use abstract shapes or other objects to represent certain family members). Ask children to position family members in ways or scenarios that they feel best reflect the family dynamics e.g. what did a normal day look like in lockdown? Children can then be encouraged to discuss what is going on and possibly conduct a role play.

### Build a safe space

Ask children to think about a space which makes them feel safe and then reflect on this space. Is it bright and colourful or dark and calming? How does it smell? What can they see, hear, smell and touch when they are in their safe space? *If they don't have one, ask them what they think would make them feel safe.* Next, ask them to take a mindful minute. Close their eyes and focus on breathing before bringing their mind to a safe space – what emotions can they sense? Children can then work to recreate their safe space by drawing or using materials provided. When they have finished, you could ask them to share with the group. This could then lead in to a discussion about current safe spaces and what it means.

### BOOK OF HOPES

#### The World Through a Window

This is an image right at the start of the book. This could be used a stimulus for children to create their own art piece or small piece of writing.

#### A Way to the Stars pg 22

The teacher could read this story and ask the children to draw it out as they do. Children could create picture books to share with KS1.

### DIY section

Use Chris Riddell drawings as a stimulus for a small piece of writing – these could be published in a school/ academy book of hopes and be sold for a small charitable profit?

### The Toilet Ghost Dog

Provide children with a copy of the story and ask them to replace the words which are presented in capitals. Each child to do this and then spend time sharing each other's stories. This would be a short activity to lead back in to writing and exploration of vocabulary.

### The Hungriest Caterpillar – Isabel Thomas

Which other animals are 'unlikely heroes' and never celebrated. This idea could link to key workers and the heroes that have stepped up to help in this crisis, should they be celebrated more? This could be used to send out post-cards and letters of thanks to key workers in the community.

### Say Something Nice – A.F. Harrold

Children to write own 'say something nice' poems. Could be used to introduce 'secret friend' each child is given a folded piece of paper with the name of another child in the class. They have to look out for and be kind to this child, giving them compliments etc. all week, at the end of the week children guess who their 'secret friend' was.

Make post-cards with positive messages/compliments to thank people who have helped the children during lockdown.

Write something nice on a rock to hide around school/the community.

### Hope: or learning the language of birds – Jackie Morris (page 76)

This piece of writing refers this period of time as 'the time the Earth was holding her breath'. What have you been able to see, hear, smell in nature during this time that we would usually take for granted? Children could go outside and look for signs of nature to inspire own piece of writing or artwork. Could be used to look into the positive impact of the virus on the environment.

### The Green Road – Katherine Woodfine

This piece of writing begins with 'There's a path I walk everyday...' This could link to the daily exercise most families will have done during their time at home. After a while these walks may seem boring but children could use their imagination to think about what they might have seen if walking down the same path at different points of history. They could also imagine their daily sights on the walk transforming into other things E.g. a zebra crossing becomes an actual zebra standing on the road in front of them, cats become lions and the elderly man they see looking out of his window every day is actually a magical wizard watching over his kingdom.

### Sunflower – Geraldine McCaughrean

Decorate pots and plant sunflowers. Could be planted in decorated tin cans if short on resources.

### 'New Classmates' artwork by Emily Gravett

Use picture as discussion starter for differences between learning at home and school. What home-learning did they enjoy? How did they have to be creative with resources? E.g. Kitchen becomes the classroom and their siblings become classmates. What will they miss about at home? Children could create artwork or piece of writing to show their experience of home-



parts of  
table  
learning  
learning.

### Hello – Polly Ho Yen

Recreate exchange between alien and human as a comic strip with speech bubbles. Children would need to think about what they think is important to themselves and other humans.

### Lost in Music artwork (page 156)

Use to prompt discussion of what music children have been enjoying at home. Children could put together a class playlist which can be played whilst children are working on creative activities. This could be useful if children aren't used to quiet working conditions at home as they get used to being back in a classroom with noise expectations.

### Other ideas

Tom Foolery poem – look at how the world has changed – this comes from the point of view of an adult, could children change to come from their point of view? Class project – line each?

### Good News

Children could create short news report of good news stories from lockdown.

[https://www.youtube.com/watch?v=F5pgG1M\\_h\\_U](https://www.youtube.com/watch?v=F5pgG1M_h_U)

### 'Breakfast' and Chat

A chance to re-connect in the classroom each morning. It might be useful to have some talking prompts at first. This is where a display of photos from home or a scrapbook might be helpful so children can talk about what they have been up to.

### 'Task Master'

Different co-operative tasks to re-build team skills. <http://jamesblakelobb.co.uk/taskmaster/>

Some task ideas:

- Paint/draw a picture blindfolded while your team tells you what to draw.
- Take an impressive photograph (using class iPads)
- Build the highest tower
- Memorise a poem
- Make something spin for the longest time

- Write the lowest unique number on a whiteboard
- Make a teacher laugh out-loud
- Write a song about...
- Kick a plastic bag across the playground, team with the fewest kicks wins.

### **Mindfulness**

Headspace/ Go Noodle.

Mindfulness music – drawing pictures of what the see/ hear/ feel whilst listening to a piece of music.

Yoga – Cosmic Kids yoga.

Resource 1

<p>What has been your favourite thing to do in lockdown?</p> 	<p>What was the most amazing thing you saw? Where did you go for your daily exercise?</p> 
<p>What are you most looking forward to doing?</p> 	<p>What have you been doing in your free time?</p> 
<p>Which activity did you enjoy most?</p> 	<p>How are you feeling about moving class/moving school?</p> 
<p>What have you missed most about school?</p> 	<p>When was the last time you were happy?</p> 
<p>What have you missed most outside of school?</p> 	<p>What have you worried about?</p> 



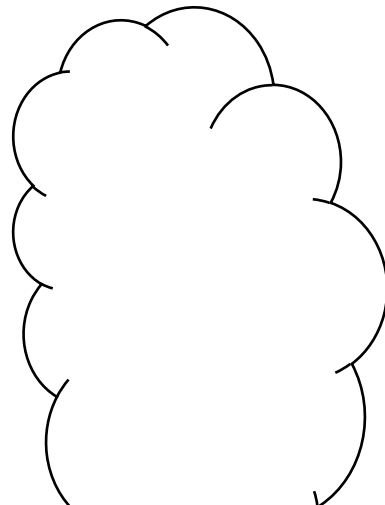
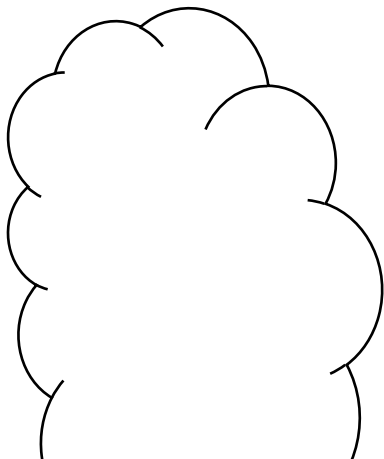
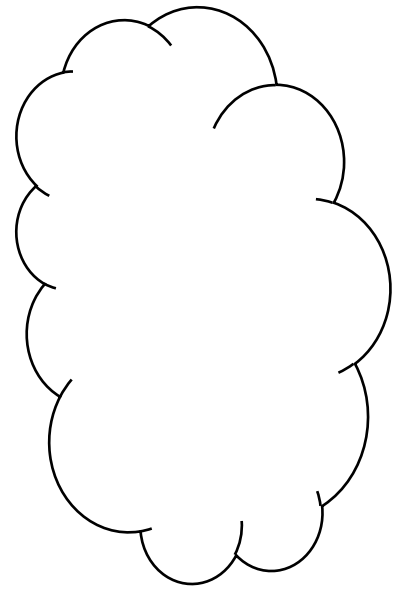
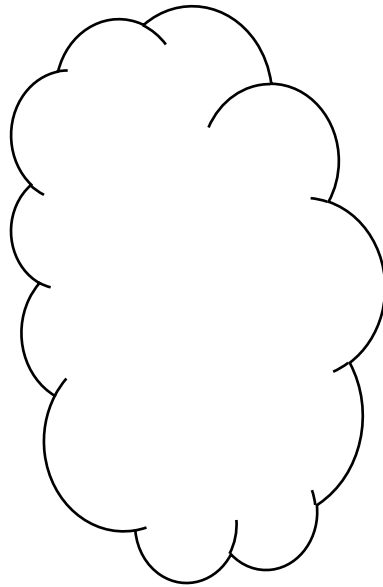
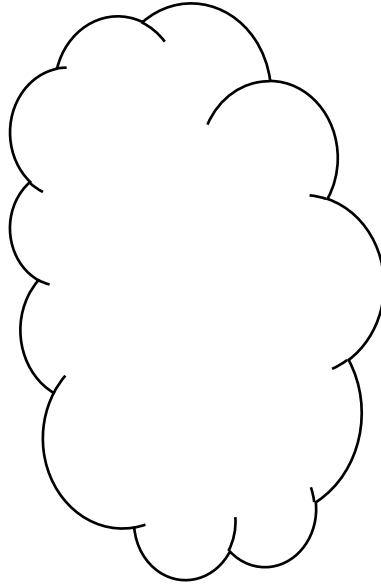
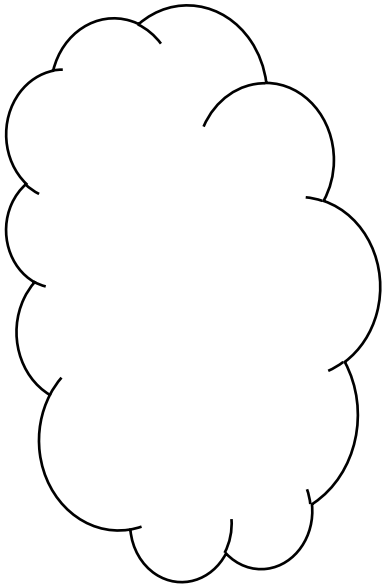
What makes you feel safe?



How have you been keeping in touch with people?

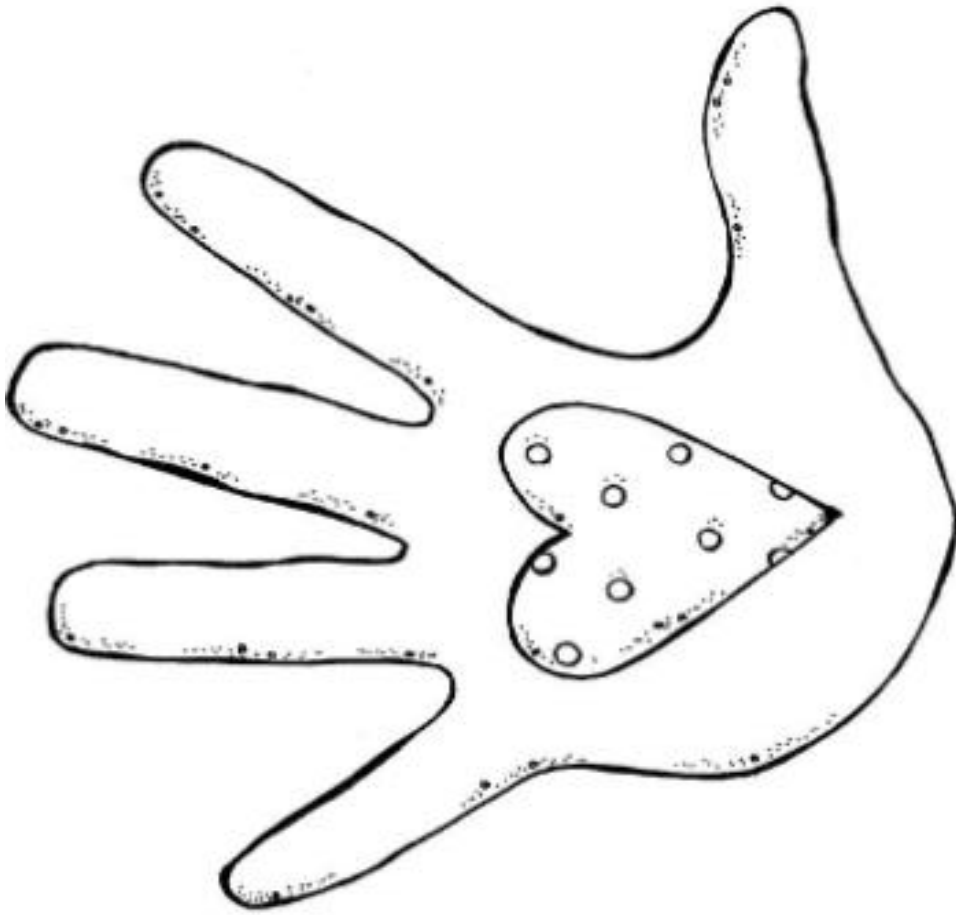


Resource 2 – Emotion Clouds



Resource 3



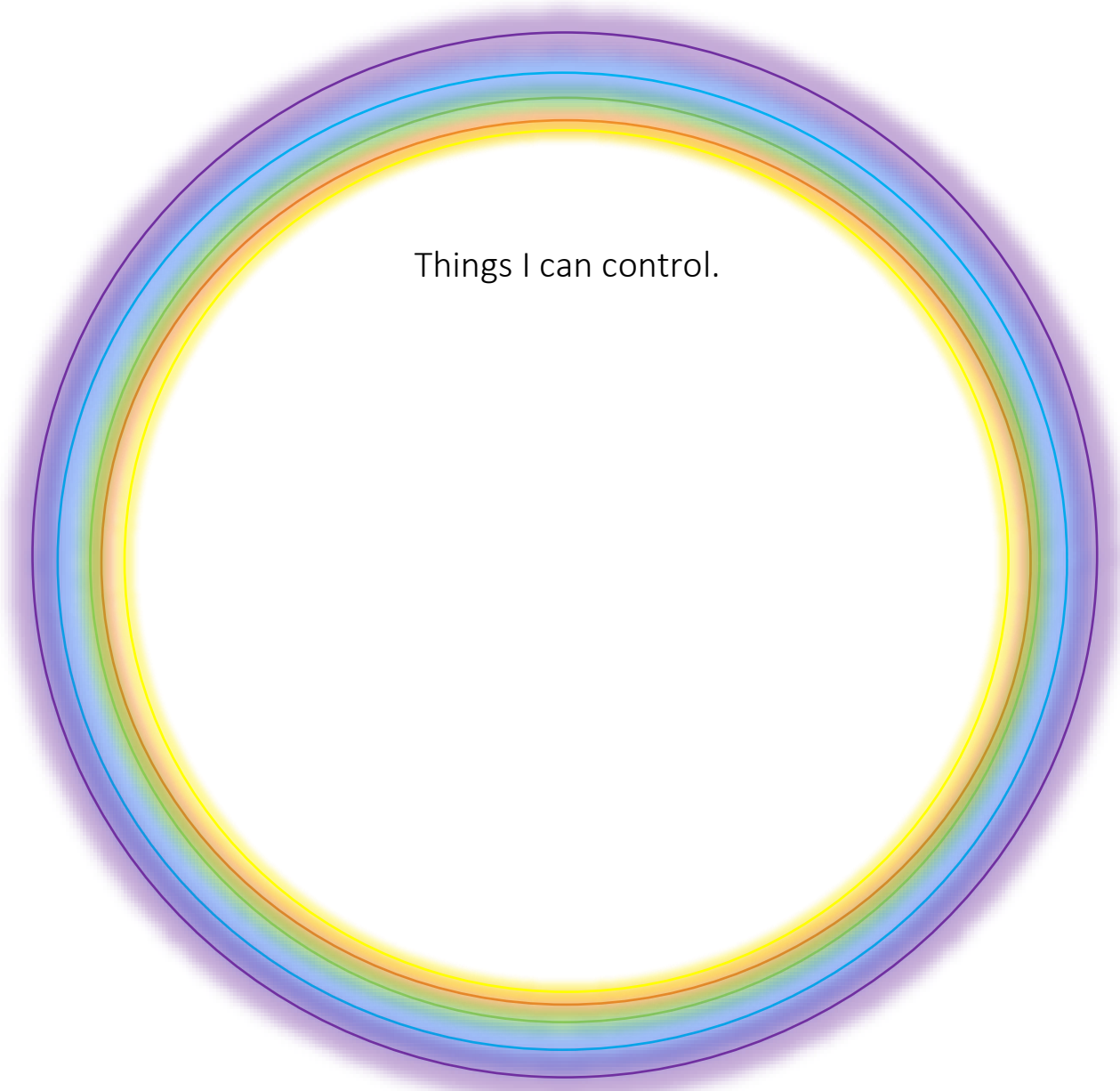


Resource

4



Resource 5 – About Me (Drawing/Picture Challenge)



Things I can control.