

# Bounce Forward



Y6 Transition Pack

# What is Bounce Forward?

**Lancashire Mind** are an independent mental health charity who believe that everyone can achieve mental wellbeing and resilience is the key to support this, especially from a young age.

Bounce Forward is our flagship, universal resilience programme that we deliver in schools across Lancashire. This Y6 version has been specifically adapted for the transition to high school during the COVID-19 pandemic; we are happy to announce we can offer this version to schools for free. Bounce Forward has many formats dependant on school needs. If we are successful with funding then delivery can be free for schools dependant on funding criteria or Bounce Forward is also a paid-for service, available for schools to buy, which has become more popular over the last 12 months.

Normally, Bounce Forward is delivered to whole class, groups or 1:1 over a length of time that the school decides and delivered by one of experienced Project Coordinators. Our full programme is 10-weeks, but we can do a shortened version for 5-weeks or anything in-between! We hope this teaching pack will empower you to be able to support your children with their wellbeing during this tough time and give them practical coping strategies and advice to help them 'bounce forward' and improve their resilience.

The videos that will help guide you through the programme will be on YouTube via private links, so the videos cannot be searched. These videos have been filmed by the Children and Young People's Project Lead, Hannah Gorman. If you have any questions or queries in relation to how Bounce Forward works or the programme in general; or if you would be interested in us working in the future with your school, Hannah's and our admin team's details are below:

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# Session 1

## Ordinary Magic

Time: 1 hour

Materials: Assessments (your choice), Resilience Framework, Resilience Is...worksheet, video clips, potions (optional)

### Aims

- Assess their own wellbeing/resilience.
- Begin to explore what resilience means.
- Begin to understand what the Resilience Framework is and how it works.

Basics	Belonging	Learning	Coping	Core Self
All	All	All	All	All

1. **WHAT IS BOUNCE FORWARD?** Introduce that they will be taking part in Bounce Forward. Using the information notes introduce Bounce Forward to the CYP. It's going to be a time of key time of change for them, they will learning about practical coping strategies they can do when they find things tough to make themselves feel better. They will be learning about resilience, how to be resilient and build up their resilience skills. (5 MINS)
2. **CLASS CONTRACT** Highlight to them that it will be time for them to open, ask questions. You want to encourage questions. We want to keep it fun and positive. Perhaps at this point, it may be good to draw up a class/group contract. It will help the pupils feel safe with the conversations that may take place and give them some ownership of the sessions. (10 MINS)
3. **BASELINE ASSESSMENT** Before they start any activities, here would be a good time to complete a baseline assessment. I would complete a really informal assessment being the end of the year, which could be a mind map of what they know about resilience beforehand and then again at the end. This will show their assumptions, knowledge and understanding and strategies before they begin. I will also attach a short wellbeing formal assessment from the World Health Organisation, you can use if you wish. \* (10 MINS)
4. **WHAT IS MENTAL HEALTH?** Dependant on how much your class/group know about mental wellbeing. Here is a good time to do it if they have less knowledge and understanding. It's a good chance to ask the question just to hear their assumptions, their language etc. A good way to explain to CYP about mental health is that we ALL have mental health and we all need to take care of it, just like our physical health. Where as we would eat well, exercise, drink water, sleep well etc to keep physically healthy, there are things we can do keep our minds healthy. Could they name any? Another good way to explain is by using a *mental health continuum*. I will include this in the resources. It's good to show that one day we could be having a really bad day and be on one end of the line, another day we could be on the other side. It doesn't mean we have a mental health condition. If a person stays on the low mood side for a long time, it may mean they could develop a mental health condition, unless they know how to make themselves feel better or they get support. (10 MINS)

5. **WHAT IS RESILIENCE?** Here we like to pose the question as quite cold. We want to know their preconceptions about what they believe resilience means, what might it look like? Gather some suggestions. Don't say either way whether they are right/wrong as at this point there are no right/wrong answers. We want the CYP to open up at this point. After a short discussion, use the Resilience Is...worksheet to either draw or write their suggestions down. If they really have no idea, which does happen, they could draw a question mark or write that they are not sure yet. That is okay. They could draw someone being resilient or write a word in bold like 'kindness' or a sentence. Give them only 5-10 mins, it shouldn't take long. Identify any good examples to model. (5-10MINS)

6. **RESILIENCE EXPLANATION** This is a chance to display what we call resilience - if you want to show the video of me explaining resilience instead you can do. We believe that *resilience is the ability to bounce forward from tough times*. Sometimes, a visual metaphor of this is good to show the CYP. I find an object in the classroom which can be a problem, and I get a child to physically jump over the object moving forwards. This probably is a good point to talk about what tough times might be? They could illness, a death, falling out with friends, losing something. What they suggest is quite varied. This is often the part where you could get children who become upset if they are relieving something upsetting. However, flip it round and ask how they did get over it, how did they make themselves feel better? Celebrate the resilience they are showing! (5—10 MINS)

6. **RESILIENCE VIDEO (OPTIONAL)** This is a simple, visual video I like to show the CYP which explains that actually there are so many ways to be resilient. <https://www.youtube.com/watch?v=1FDyiUEn8Vw> or a Cloudy Lesson <https://www.literacysshed.com/cloudylesson.html>

7. **RESILIENCE FRAMEWORK** This is the point where you need introduce the Resilience Framework. Watch my video on how this works so you can explain to the CYP. Or let the CYP watch a child-friendly version of me explaining it as I normally would in a session. If you're going to use my videos with the CYP, ensure you've shown the my introduction so they know who I am! Usually it takes the CYP 2-3 sessions to get used to the framework and then they amazingly get so good at using it. Try to give them a copy each so they have their own frameworks.

8. **POTIONS (OPTIONAL)** This is up to you. See my Ordinary Magic video. I will do an adults version and CYP version. Most Y5 pupils like the 'magical' element however you know your children, use your discretion as to whether they would like it. It is often a good hook and visual. There will be some worksheets available as add-ons for the potions.

9. **REFLECTION** Always reflect on their learning. What have they learnt about resilience today? How will resilience help them with their move to high school - this may be a good time to list their worries about high school or questions on post-its. Over the next few weeks, hopefully you'll be able to explore and answer them all.

*\*The WHO Wellbeing Survey - how to score - The raw score is calculated by totalling the figures of the five answers. The raw score ranges from 0 to 25, 0 representing worst possible and 25 representing best possible quality of life. To obtain a percentage score ranging from 0 to 100, the raw score is multiplied by 4. A percentage score of 0 represents worst possible, whereas a score of 100 represents best possible quality of life.*

## EXTRA ACTIVITIES

- Introduce the resilience record. Keep referring to the resilience record during the week, if a child does something that is resilient, get them to write it in their records.
- Carry on with the potions work or display work. Some classes have created displays, potions etc.
- During the week, explore what wellbeing means. Complete small wellbeing activities to explore with the children. Find favourite – yoga, colouring, meditation, breathing exercises, drawing etc.
- Complete the 'Tough Times' activity during the week as an add-on

# RESILIENCE FRAMEWORK

## Basics

- Good Housing
- Money to live
- Being safe
- Transport and getting to places
- Healthy diet
- Exercise and fresh air
- Enough sleep
- Play and hobbies
- Not being judged

## Belonging

- Find somewhere you feel like you belong
- Find your place in the world
- Spend time with good people and in good places
- Keep relationships going
- More healthy relationships the better
- Take what you can from relationships where there is some hope
- Get together with people you can rely on
- Responsibilities & obligations. For example: looking after your brother/sister or going to school
- Focus on good times and places
- Understand what has happened in your life
- Predict a good experience of someone or something new
- Make friends and mix with other people

## Learning

- Make school or college work as well as possible
- Engage mentors
- Plan out your future
- Organise yourself
- Highlight achievements
- Develop life skills

## Coping

- Understand right from wrong
- Be brave
- Solving problems
- Focus on the good things in life. Put on your Positivity Glasses!
- Find time for your interests
- Calming down and making yourself feel better
- Remember tomorrow is another day
- Lean on others when necessary
- LOL Have a laugh

## Core self

- Instill a sense of hope
- Understand other people's feelings
- Know and understand yourself
- Take responsibility for yourself
- Find time for your talents
- There is existing help and solutions for problems, use them

## Noble truths

- Accepting
- Conserving
- Commitment
- Enlisting

# Resilience is...

What does resilience mean to me?

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# Meet Hope...

Hi,

My name is Hope and I'm 9 years old. I live at home with my mum, my mum's boyfriend and my little brother Robin - he's such a pain in the neck. We have a pet dog called Buddy. Sometimes I catch him trying to eat his own tail, he makes himself dizzy and often runs into the washing basket.



I love learning new things at school, especially anything to do with sports because I want to be a gymnast. I love to play out with my friends too, especially Andy, he's my neighbour and we go on all sorts of fun adventures together. Last summer, we built a tree house in the garden - it's our hideout.

Lately, I've not been in the mood for adventures. I have been a little bit worried as I've got some important tests coming up in school and I want to do the best I can. My mum tells me I need to set a good example for my brother.

Mum told me yesterday that we are moving in with her boyfriend to a new house and I may have to move to a new school too. I'm nervous and excited about making new friends. *What if nobody likes me? What if there's no gymnastics club?* I love my friends and will miss them very much. Andy tells me to be myself and keep smiling, but at this moment I'm struggling to find something to smile about. My life was so simple before.

# Wellbeing Survey – Bounce Forward

## (WHO 5 Wellbeing Index)

Please choose from the 5 statements which is closest to how you have been feeling over the past 2 weeks.

	Over the last two weeks	All of the time 	Most of the time 	More than half of the time 	Less than half of the time 	Some of the time 	At no time 
1	I have felt cheerful and in a good mood.						
2	I have felt calm and relaxed.						
3	I have felt active and energetic.						
4	I woke up feeling fresh and rested.						
5	My daily life has been filled with things that interest me.						



# Mental Health Continuum



Healthy mental wellbeing



Poor mental wellbeing

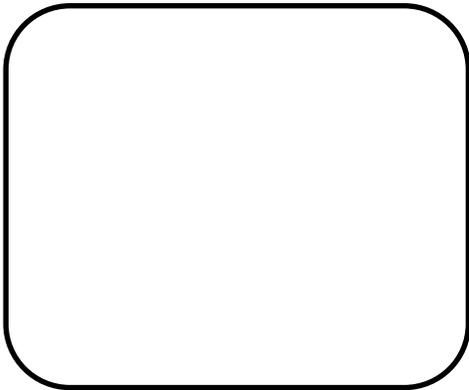
*Where do you feel you are today?*

# Tough Times

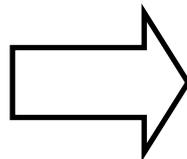
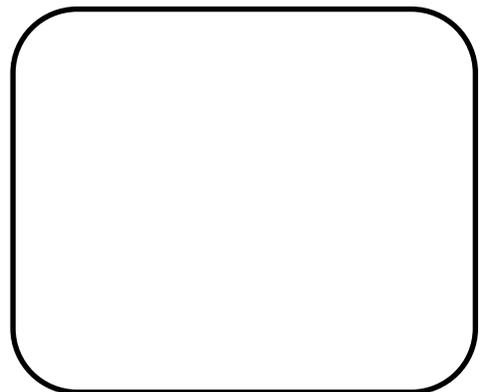
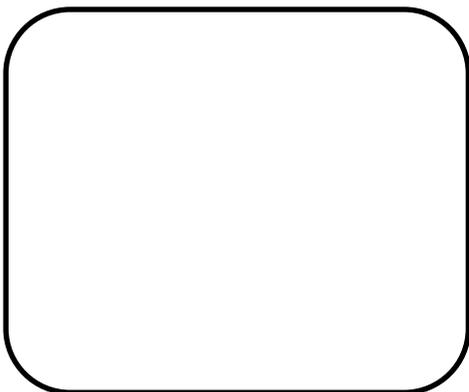
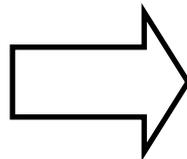
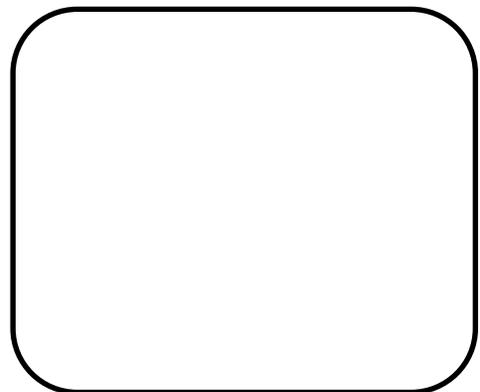
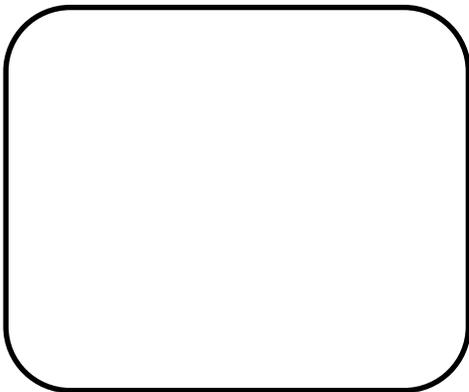
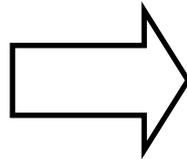
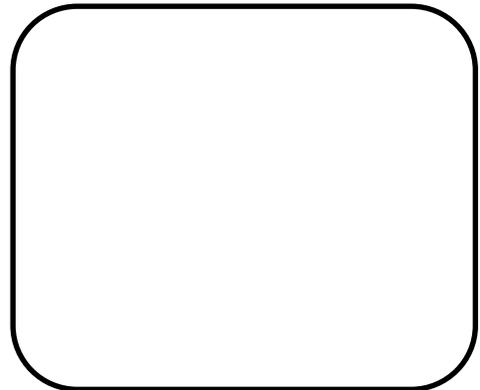
**'the ability to bounce forward from tough times'**

You may have already experienced tough times and you might have some coming up, for example leaving friends or moving schools. What did you do to help yourself feel better? For example, you might talk to someone you feel close to about what is going on. If you like, you could use Hope as an example.

Tough Time



What I Did



# The Potions

Each of these potions can help us to Bounce Forward in tough times. Can you label them?



## Ordinary Magic

We also like to call resilience, Ordinary magic.

We like to say it's ordinary everybody can be resilient and it's magic because it makes you feel so good!



# Session 2

## The Basics

Time: 1 hour

Materials: Framework, Resilience Record sheets, Basic sorting activity sheet, basics potion sheet

### Aims

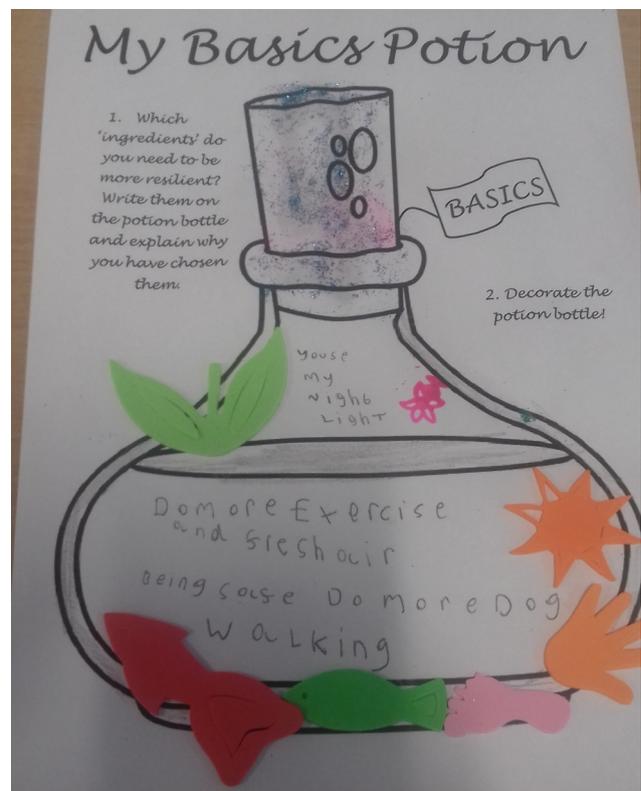
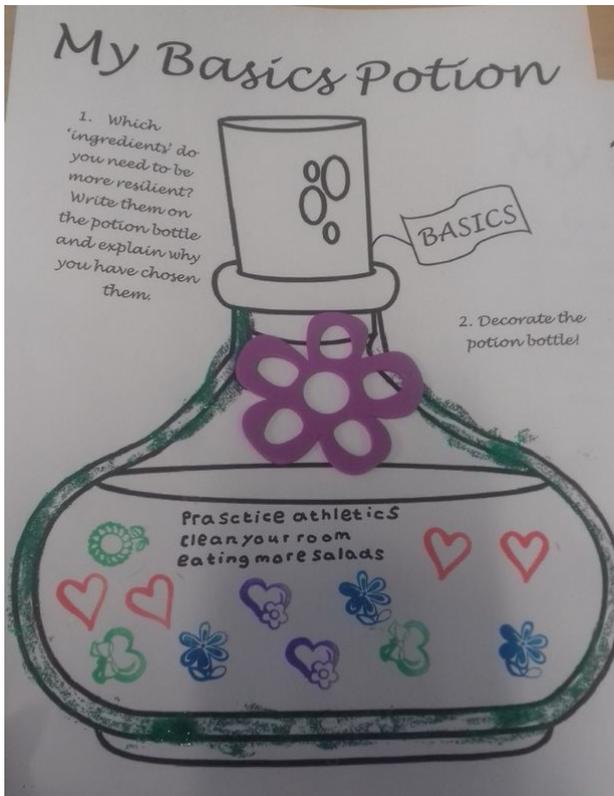
- Recognise what the basics are.
- Recognise why the basics are important for resilience.
- Know which basics are under their control.

Basics	Belonging	Learning	Coping	Core Self
All				

1. **INTRO** – Recap last week, and talk about tough times then look at potions before starting Session 2 (5 MINS)
2. **RESILIENT MOVES** – What have they been up to? Explain your resilient moves and if possible show images. We usually use the IWB, then spend some time trying to identify them in the framework. If possible, give them some discussion time to talk about their own resilient moves, can they find them in the framework? Explain why doing those resilient moves made you feel good or resilient. Spend some time modeling how to use the resilience record. I usually use one of mine to model first. As explained in my video, this does become easier. (15 MINS)
3. **WHAT ARE THE BASICS?** Introduce the basics potion to the children. I usually have the framework up on the IWB but they should have their own copy too if possible. Go through each resilient move in that potion, discussing each one so the children are clear about what they mean. Explain that the Basics are the stepping stones to resilience. (5 MINS)
4. **BASICS SORTING ACTIVITY** Now is a good time to discuss control with the children. Especially within the basics as there are some resilient moves are harder for them to control as children. Can they identify them? *Money to Live* is difficult as they don't have jobs to earn money, however some children could still have a little control over this by not asking their parents for things all the time, helping out with shopping etc. There is a worksheet they can complete and it's important to stress that **everyone is different**. What somebody may find really easy to control, somebody may find difficult. This is where you can bring in respect again and perhaps the class charter. On the worksheet they can choose which resilient moves they think they control well and which ones they don't, there are no wrong/right answers. I sometimes also let them do a physical activity here but with social distancing this may not work, but you could do thumbs up/thumbs down instead of moving around the classroom. I usually pick a resilient move, then ask the children whether they think they can control it or not. They then move to a certain point of the room, however due to restrictions you could just do thumbs up/down. It often brings up great debates and discussion points, as sometimes they don't realise that actually that can control their sleep for example. (10—15 MINS)

5. **BASICS POTION** Think about which basics they feel they could be more resilient in and then how are they going to do it.? For example: exercise and fresh air – I want to give 100% in my PE lessons, so I can feel more energised. Pick 3 to work on. They can pick 3 complete different resilient moves within the Basics Potion and write a goal for each, or they may just pick one such as enough sleep and choose 3 ways they are going to try and become more resilient. They **MUST** say how they are going to be more resilient. What are they going to do? Decorate bottle and cut out when completed. You can keep the bottles on the sheet or cut them out and put them on display. (15 - 20 MINS) See some examples below:

6. **REFLECTION** Why do the basics help us to be resilient? How do they make us feel better? (5 MINS)



We try to get the children to think about what they **CAN** do to improve in their basics, which ones can they control and set some goals for?

## EXTRA ACTIVITIES

- Keep using the resilience record to build up resilient moves. Check back on these basics targets - are they trying to achieve them?
- You could do more work on 'not being judged'. It's often quite popular in schools and in our mainstream offer we do have this as stand-alone session that links in with respect. This in turn could be linked to British Values.
- Complete small wellbeing activities to explore with the children. Find favourite – yoga, colouring, meditation, breathing exercises, drawing etc.
- You could spend some time on healthy diet—could you do a healthy Cookathon or some work linked to Science on diet and how a healthy diet can make us feel good?  
<https://www.nhs.uk/change4life/food-facts>

# The Basics

For us to feel more resilient, the basics are needed so that we can feel more secure and we can deal better with challenges that we may face. Sort the basics out into ones you can control and ones you can't. Everybody is unique and we will all control things differently in our own lives.

I can control these basics:

I can't control these basics:



Not being judged



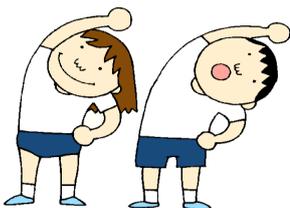
Enough sleep



Good housing



Healthy eating



Being safe



Money to live

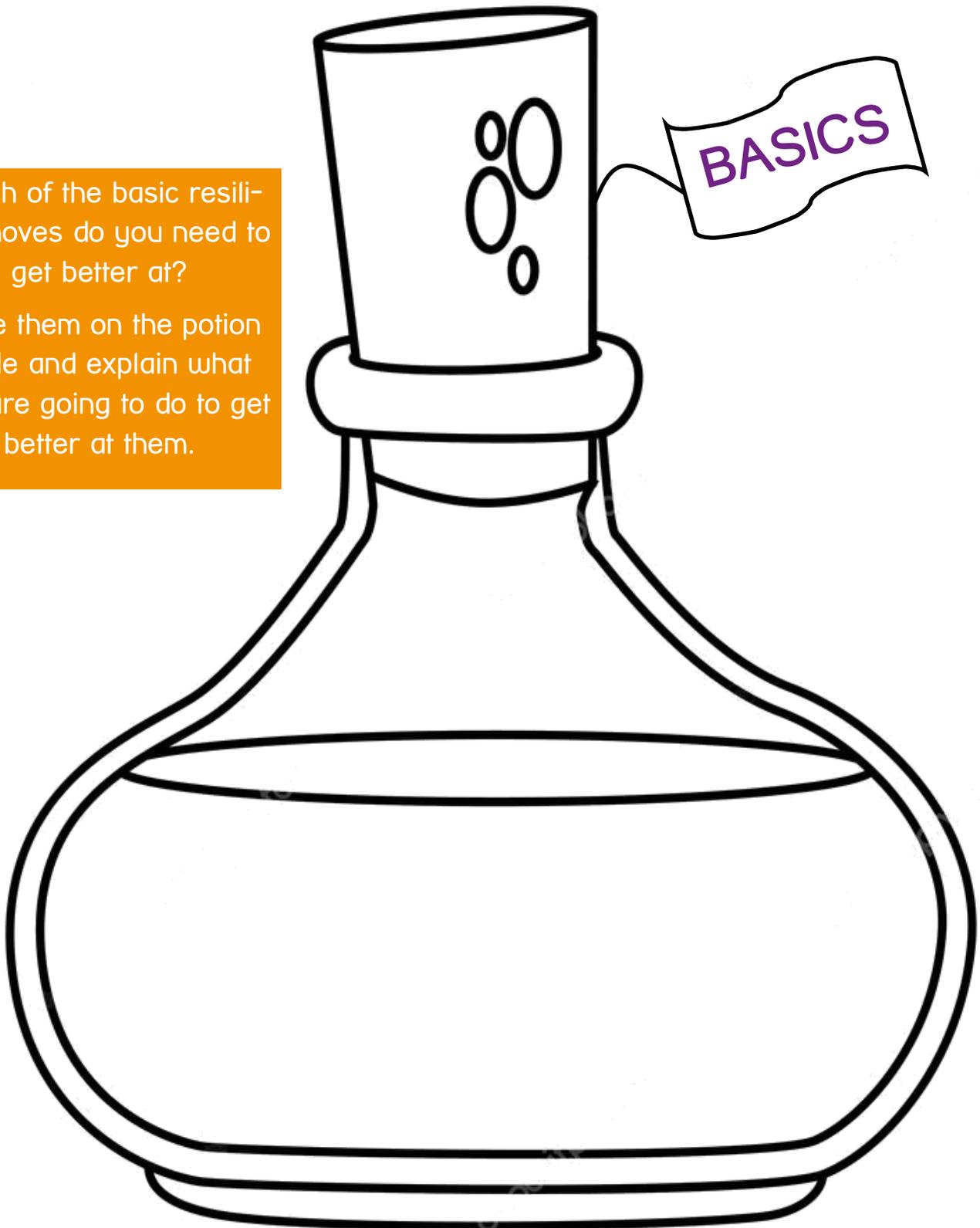


Transport and getting to places

# My Basics Potion

Which of the basic resilient moves do you need to get better at?

Write them on the potion bottle and explain what you are going to do to get better at them.



# Resilience Record

	What have you done to be resilient?	Which resilient move/s is it from the Resilience Framework?	Which potion/s is it from? 	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

# Session 3

## Transport & Being Safe

Time: 1 hour 30 mins/ You can split into 2 if you prefer.

Materials: IWB, Resilience Records, Resilience Frameworks, Hope's story on IWB PPT or a printout, My Journey Plan worksheets

### Aims

- Prepare children to feel confident about their new journey to high school.
- Plan and create a journey plan.
- Be aware of their safety when travelling to and from school.

Basics	Belonging	Learning	Coping	Core Self
✓	✓	✓		✓

1. **INTRO** – Recap last week, have they tried to keep to their basics targets? (5 MINS)
2. **RESILIENT MOVES** – What have they been up to? Explain your resilient moves and if possible show images. We usually use the IWB, then spend some time trying to identify them in the framework. If possible, give them some discussion time to talk about their own resilient moves, can they find them in the framework? Explain why doing those resilient moves made you feel good or resilient. Spend some time filling in their own resilience records. It's only the second time using them, so they may still need some modelling. (10-15 MINS)
3. **TODAY'S FOCUS** Tell the children that today they will be focusing on 2 parts of the **Basics Potion** - *Being Safe* and *Transport and Getting to Places*. Why might these be important for them, in particular in them going to high school? Today we are going to be thinking about travelling to and from high school, whilst keeping ourselves safe. How confident do they feel? Could you do an anonymous survey on iPads or paper even to gauge their confidence levels? Who knows how they will be getting to high school? Do you know if anyone is travelling with you. Could you share your experiences here too, so the children can relate that you also had to do it. Perhaps have the modes of transport on the IWB - walking, bus, car, bike, train. (10 MINS)
4. **HOPE'S JOURNEY TO SCHOOL** Read about Hope's journey to school. How does she get to school now? What are the new changes and the challenges she may face? Her bus may be late, she may lose her bus pass, she might be late setting off etc. Get the children to offer up possible solutions to some of these challenges. (5-10 MINS)
5. **MY JOURNEY** Now we are going to think about our journeys. Get the children to complete the shaded questions activity. Shade in any questions they are unsure of about their journey. This will help you identify what they need on an individual basis. How could we make ourselves feel more confident? Being organised and prepared (**Learning Potion**) by having a timetable, sorting the night before what we need such as bus pass, ensuring you have a mobile phone in case of emergencies, finding out who else is travelling that way to school (**Belonging**). (10 MINS)

5. **JOURNEY PLAN** Time for the children to create their own plan. Some pupils say travelling to school can be stressful. Helping them to evaluate and plan will help build confidence or solidify confidence ([Core Self/Learning](#)). Get the children to complete their own journey plan. There is a bit about safety too, before they get to that bit, do step 6. (10-15 MINS)
6. **SAFETY** There many new obstacles and things to remember to keep you safe on your new journey to high school and home - what could they be? Get the children to think of things they may need to consider. Crossing roads, can cars see you properly if you're on a bike, when will you get home, who will be at home when you finish, could you text/ring if you're going to be late, going to other people's houses after school, going to the park after school, if you're going to be late, cooking when you get home, walking alone - there's plenty more the children will think of. It's really important that they agree with their family or whoever looks after them at home rules to keep themselves safe. You may want to send this part home with them to complete as homework with their parents/carers. Establishing some rules together. (10-15 MINS)
7. **REFLECTION** Why does planning this out and knowing how to keep safe keep them resilient and make them feel better? (5 MINS)

## EXTRA ACTIVITIES

- Keep using the resilience record to build up resilient moves. Check back on these basics targets—are they trying to achieve them?
- Do they still have some unanswered questions on their 'My Journey' question sheet that you can help with during the week?
- Complete small wellbeing activities to explore with the children. Find favourite – yoga, colouring, meditation, breathing exercises, drawing etc.
- Homework could be the 'Safety Rules' to complete with their family/parents/carers and bringing them back in to share with the class.

# Transport



At the moment, Hope gets a lift from her mum in the car to primary school. When she starts her new high school in September, Hope will have to walk to a bus-stop and catch a bus to her new school. What new challenges may she face and how might she solve them?

## Challenges

- 1.
- 2.
- 3.

## Possible Solutions

- 1.
- 2.
- 3.

## My Journey

Read the statements together, shade in any that you still need to find out!

Where can I leave my bike?

Where can I leave my helmet?

Should I get a bike lock?

Where am I going?

Will I travel with a friend?

Is there a school bus?

Where is the bus stop?

How am I getting to school?

What time do I have to leave?

Will I get a bus pass?

What is the quickest way?

## My Journey Plan



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Now write down your own plan. Perhaps this is something you could do at home with your parents/carers. How might you get there? How long might take? What will you need to take?

Once you have decided on your plan, make sure you go on a practice with a member of your family or with a friend.

*How long did it take?* \_\_\_\_\_

*What time do you need to leave the house?* \_\_\_\_\_

## Our Safety Plan

Please complete this part with your parents/carers at home. Together agree some safety rules for you travelling to and from school.

1.

2.

3.

4.

5.

# Session 4

## Enough Sleep

Time: 1 hour

Materials: whiteboard, whiteboard pens, 'true' and 'false' signs, sleep quiz questions

### Aims

- Learn about the importance of sleep
- Learn how to improve their own sleep
- Learn to identify truths about sleep
- Learn about the benefits of sleep

Basics	Belonging	Learning	Coping	Core Self
✓		✓	✓	✓

1. **RESILIENCE FRAMEWORK** Recap the resilience framework and present the aims of the session for today and check resilient moves and extra home activities (5 MINS)
2. **CLASS CONTRACT** Remind them of the class contract (if made) (5 MINS)
3. **SLEEP TIMELINE** Create a sleep timeline from 7pm (or earlier) to 9am either on the whiteboard or a physical timeline with string or washing line. Ask CYP to write on one piece of paper what time they go to bed and what time they get up then place the times on the timeline. It's important that the CYP know that different sleep patters are okay and they aren't being told their sleep pattern is bad, but that they can make adjustments to get more and understand that sleep is important (10 MINS)
4. **DISCUSS** Are the times similar? How much sleep do we need? Why is it important to get good sleep? (5 MINS)
5. **WATCH** This is a video from Dr. Chris explaining what happens when we sleep and why it's important. A discussion could follow this video about what the CYP have learned about sleep through it. (5 MINS)

[https://www.youtube.com/watch?time\\_continue=2&v=sWEuvQijt\\_4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=2&v=sWEuvQijt_4&feature=emb_logo)

6. **QUIZ** The CYP could have pre made signs saying 'true' or 'false', or alternatively the two sides of the classroom could be considered the 'true' side and the 'false' side. Ask the sleep questions (**see resources**) to the CYP and ask them to decide if the statements are true or false about sleep (10 MINS)
7. **ACTIVITY** Discuss the things that help us to get to sleep at night? Discuss individual ideas and things that they could do to help them get a good sleep (5 MINS)
8. **TOP TIPS FOR SLEEP** Discuss the top tips for getting a good night's sleep (**see resource**) (5 MINS)
9. **BENEFITS OF SLEEP** Watch <https://www.youtube.com/watch?v=CoCL0IB4u4g> (or other online video) to demonstrate the benefits of sleep. CYP could complete this word search <http://sleepforkids.org/html/covers.html> that includes the benefits of sleep within it. (\*There is a lot of good information on this website\*) Discuss the benefits together and whether there have been any surprises with them. Getting good sleep is a way of caring for ourselves and focusing on our needs (10 MINS)
10. **REFLECTION** Reflect on their learning. What have they learnt about resilience today? How will what they've learned today help them with their move to high school? (5 MINS)

## EXTRA ACTIVITIES

- Carry on with the potions work or display work. Some classes have created displays, potions etc.
- During the week, the CYP could keep the sleep diary workbook with activities and a sleep journal <http://sleepforkids.org/pdf/SleepDiary.pdf> and note how they feel throughout the day based on the sleep they get
- CYP could be challenged to present information to people at home about sleep and the importance of it

### Please note:

Some CYP won't have as much control over how much they sleep due to personal circumstances. It's important to emphasise that to have different sleep patterns to others is okay and they are not discouraged in their own routines.

## TOP TIPS FOR SLEEP

- Get lots of fresh air and exercise during the day as this will help make you feel tired at bedtime
- After dinner, have some chill out time. Avoid watching TV and using electronic devices though as this wakes your brain up, and you want to be sending it 'sleepy signals'
  - Try a bedtime story to help you relax before you fall asleep
    - Dim the lights in your room to make it darker
      - Listen to some calming music
      - Have a warm relaxing bath
- Enjoy a warm milky drink. Make sure you avoid fizzy drinks and caffeine though, ... and don't forget to clean your teeth before bed!
- Get your body into a bedtime routine which is always the same and happens at about the same time every night

## Sleep quiz—true or false?

1. Children need more sleep than adults.
2. Eating cheese before bed gives you nightmares.
3. Three years is the longest time anyone has gone without sleep.
4. It is good to stretch before bed.
5. Bananas and cabbage help you sleep.
6. Chocolate and chips help you sleep.
7. Watching tv or anything on a mobile phone, kindle or tablet before bed will help you sleep better.
8. Reading a book, listening to music helps us sleep.

## Sleep quiz—true or false?

1. Children need more sleep than adults.

**TRUE**

The National Sleep Foundation says adults need at least 7 hours but young people need 10 so their bodies and brains develop and grow.

2. Eating cheese before bed gives you nightmares.

**FALSE**

There's no evidence that cheese affects your sleep. Eating heavy meals may make you dream more.

3. Three years is the longest time anyone has gone without sleep.

**FALSE**

254 hours (11 weeks) is the longest scientifically documented amount of time that someone has gone without sleep.

4. It is good to stretch before bed.

**TRUE**

Stretching helps relieve tension and lowers stress hormones.

## Sleep quiz—true or false?

5. Bananas and cabbage help you sleep.

**TRUE**

Bananas, cashews and leafy vegetables are full of potassium and magnesium which are natural muscle relaxants and DO help you sleep.

6. Chocolate and chips help you sleep.

**FALSE**

Sugar makes you wired and chocolate contains caffeine which keeps your brain buzzing.

Burger and chips are high in bad fats which raise stress levels and give you a jittery feeling.

7. Watching tv or anything on a mobile phone, kindle or tablet before bed will help you sleep better.

**FALSE**

The lights from devices stimulate your brain and keep you awake.

8. Reading a book, listening to music helps us sleep.

**TRUE**

They help us wind down and drift off to sleep.

# Session 5

## Ordinary Heroes

Time: 1 hour

Materials: Resilience Records, Resilience Framework, IWB/paper, Support Circle activity, Superfriend Activity, video

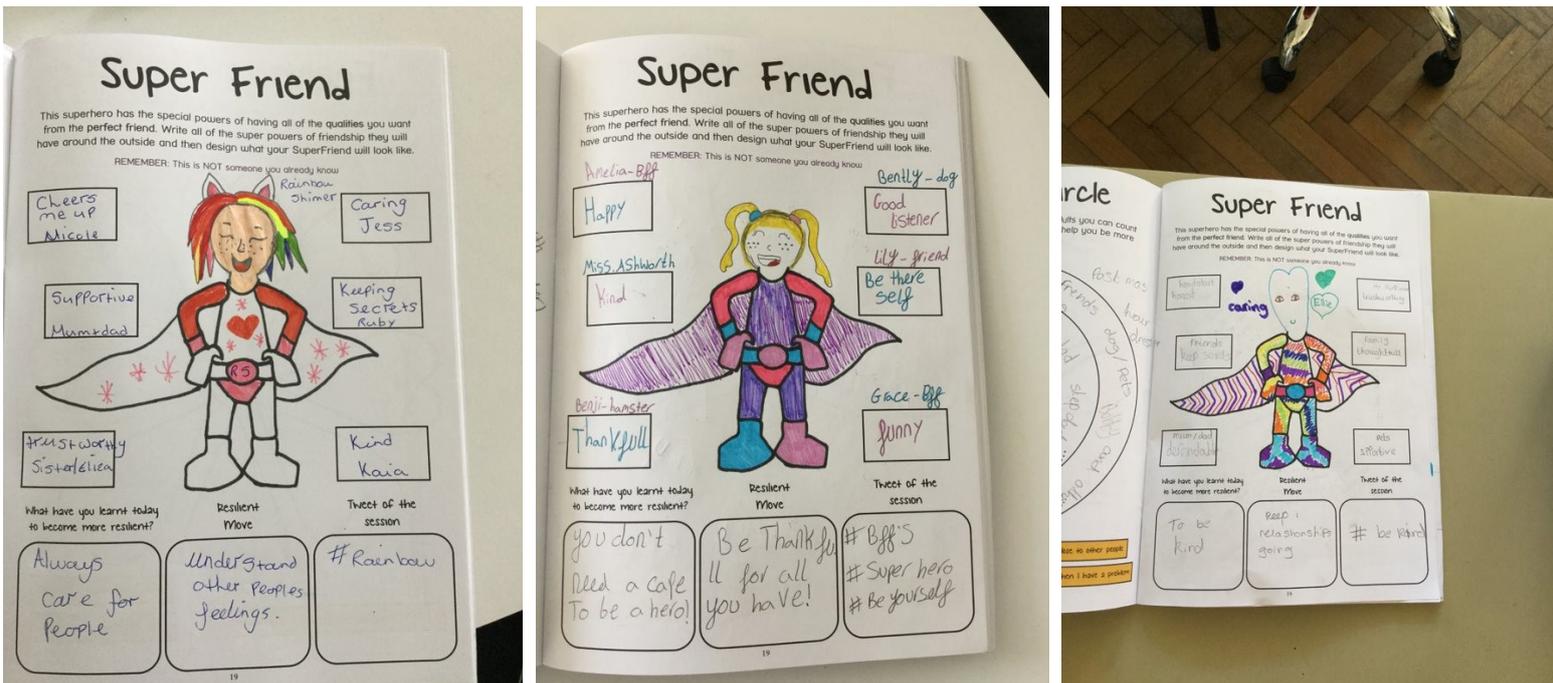
### Aims

- Identify qualities of healthy relationships.
- Understand the importance of healthy relationships.
- Recognise the scope of their own social network and the qualities their relationships have.
- Recognise qualities that they have that make them a good friend.

Basics	Belonging	Learning	Coping	Core Self
	✓			

1. **INTRO** – Talk about the aims of the session and where it fits in the framework. Look at the Belonging Portion on the IWB and perhaps their own. (5 MINS)
2. **RESILIENT MOVES**—Talk about yours and their resilient moves for the week or the day. Where are they on the framework, which portions do they belong to? What did it make them feel so good? Note their moves down in their Resilience Records. (15 MINS)
3. **EXPLORE TOPIC** - Discussion about relationships – what kind of people do we have relationships with? Discuss what makes a healthy relationship? Explain that we can have good/bad relationships, but we can surround ourselves with as much good as we can. You could put up a variety of relationships up on the IWB here. Another game you can play is pairs with famous pairs such as Ant/Dec, Lisa/Bart etc. but due to social distancing it may not work. . Watch video <https://www.youtube.com/watch?v=tgF1Enrgo2g>  
What does Kid President say about Ordinary Heroes? They are just ordinary people who support us and help us to feel better and more resilient. (10 MINS)
4. **SUPPORT CIRCLE** – try to get them to be as creative with this as possible and go beyond friendship/family – relationships with teachers, staff at school, neighbours, dentists, hairdressers etc. The closest circle to themselves are people they would go to first and who they trust the most, the next circle is people they are close to, the outer circle is people who they have a relationship with still, then on the outside people who they have a relationship with, but it's not a close one. This could be like their dentist. Give them around 10 mins to complete. Then get them to pick one person in their circle. What does that person do for them? Do they give the best hugs? Do they make them laugh? Do they teach them something? Then explain that all the people in their circles make them resilient and are their Ordinary Heroes. (10 MINS)
5. **NEW FRIENDSHIPS/SUPERFRIEND** - How do we make new friends or what can we do if we are lonely? Join a club, join a team at School, smile and be approachable, introduce yourself to people in your new classes, ask people questions, be patient and relax, be positive – remember you won't make friends with everybody. Talk to teachers or school staff, family they can only help if they know or if you don't want to speak face to face, write them a letter. Group chat about the qualities they would wish for in a SuperFriend at high school. This is a new friend, someone that doesn't already exist. Come back, make a big list of qualities and also have some that the children might not say.

They are then going to create their own SuperFriend. They will pick qualities that they want to see in this new friend. So they make pick: sense of humour, kind, organised, sporty etc. Then once they've done that, what I get them to do is write around those qualities anyone they have in their support circles that fits that quality. Who in their circle is already kind—add their name around that quality. What they begin to realise is that actually their SuperFriend does exist but in many different people, who help them in many different ways. (15 MINS)



6. **REFLECT** Would anyone like to share their SuperFriend and their qualities? How does having healthy relationships and making new friends make us resilient? It helps us build our circle of people we can rely on and trust, it may open up opportunities to have friends with qualities they might not possess that are new/exciting. (5 MINS)

## EXTRA ACTIVITIES

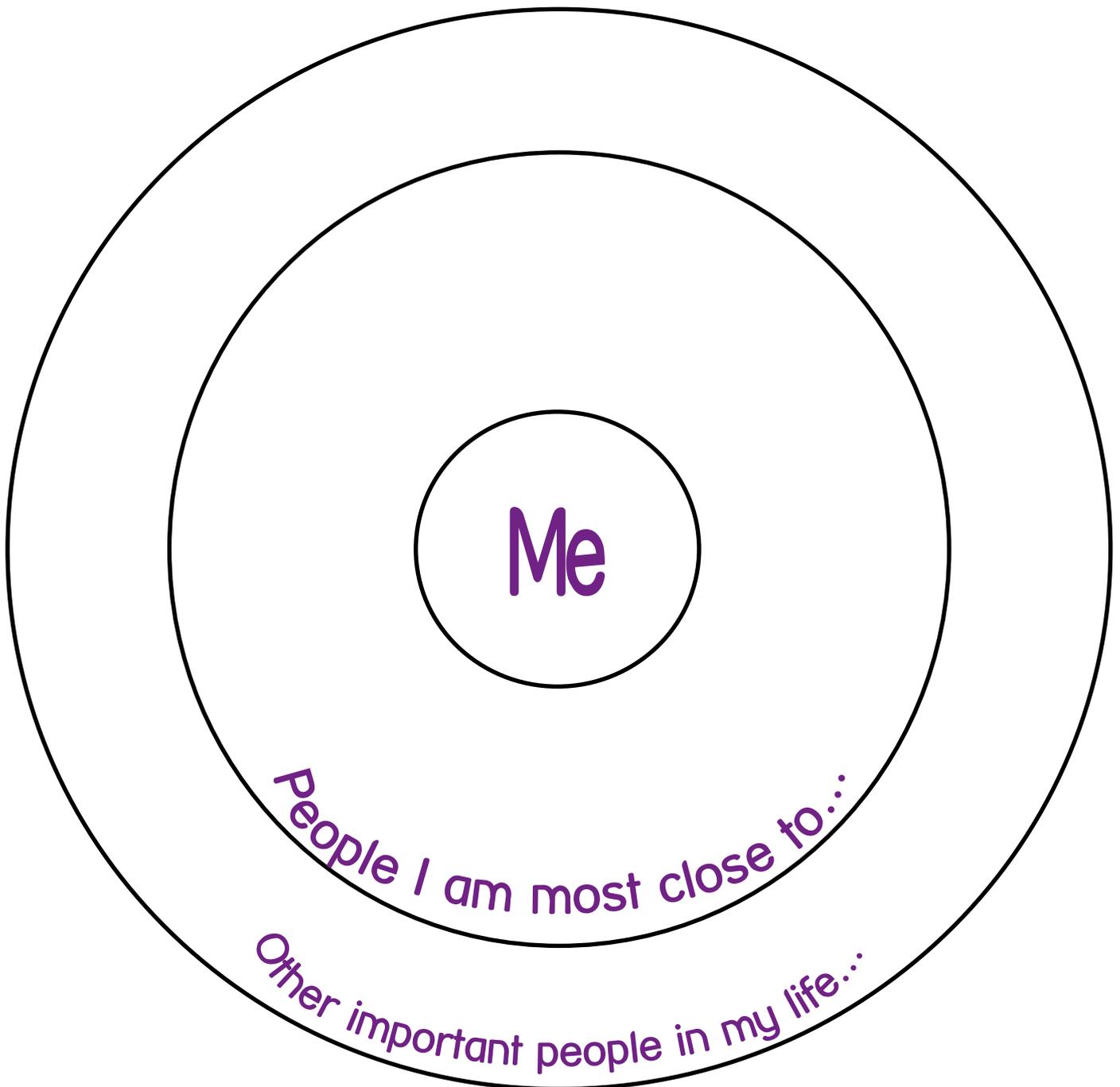
- If we are doing this session out of Y6 or earlier on in the year in Y6 not just before transition, we create a Class SuperFriend. We draw an outline of a child of large paper, then each child would add one of their own friendship qualities. This is then what the class brings - it's amazing to see all the different qualities you will have in 1 class. You could do it anyway to celebrate the friendship qualities they will be taking with them to high school.



# Support Circle

Below write family, friends and other adults you can count on.  
Knowing who you can rely on, can help you be more  
resilient in tough times.

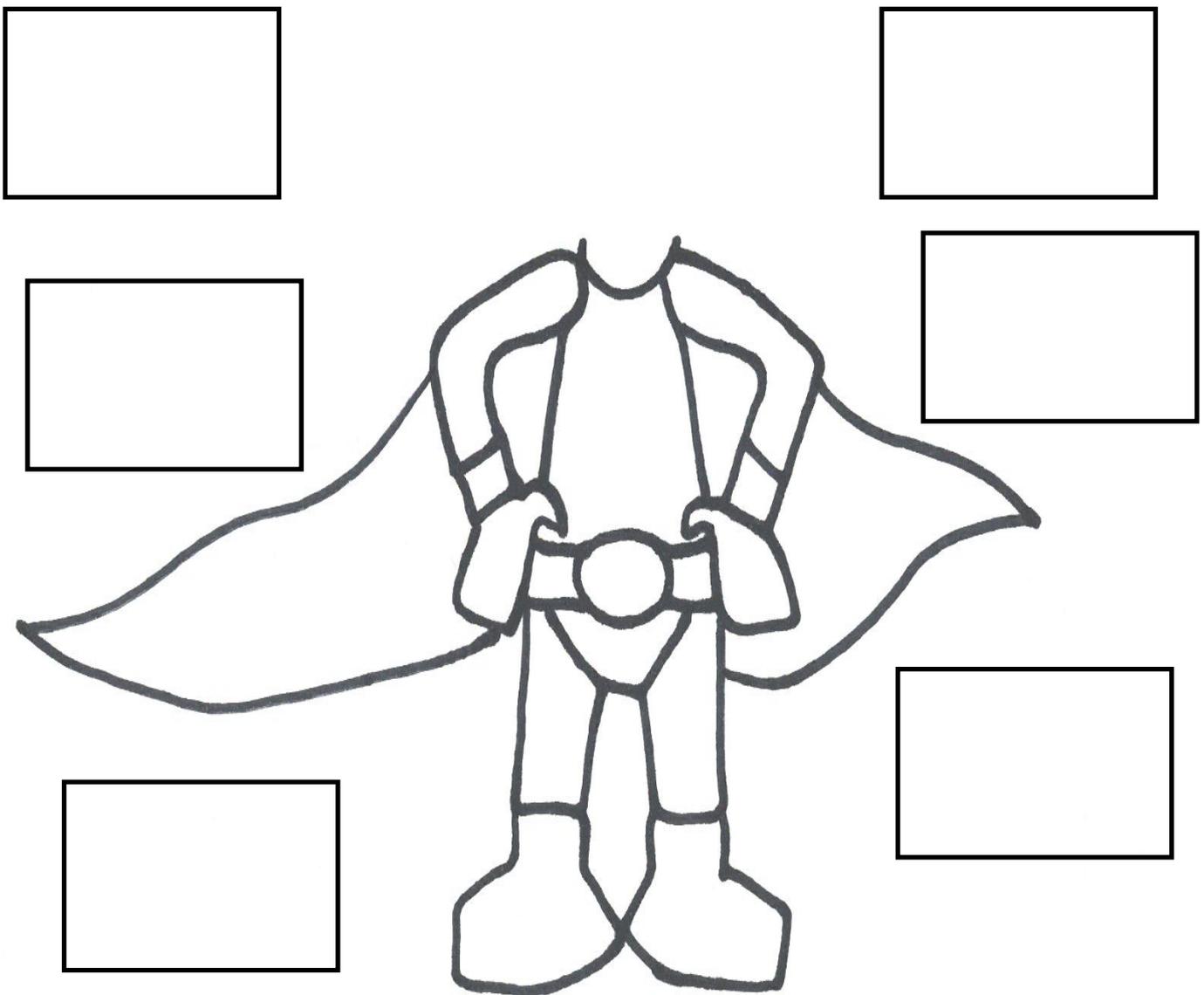
Other people in my life...



# Super Friend

This superhero has the special powers of having all of the qualities you want from the perfect friend. Write all of the super powers of friendship they will have around the outside and then design what your SuperFriend will look like.

REMEMBER: This is NOT someone you already know



# Session 6

## Think Good - Feel Good

Time: 1 hour

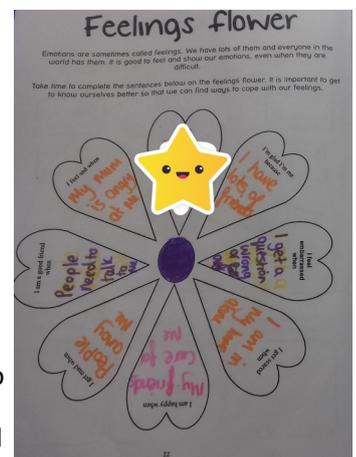
Materials: Resilience Records, Resilience Framework, Inside Out video, Feelings Flower activity sheet,

### Aims

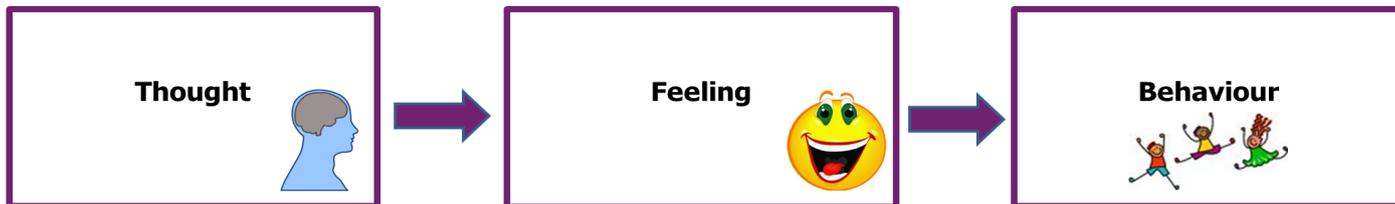
- Identify emotions in self and others
- Understand link between thoughts, feelings, behaviour
- Identify ways to support thoughts, feelings and behaviour.
- Identify positive coping strategies in place to use in tough times.

Basics	Belonging	Learning	Coping	Core Self
			✓	✓

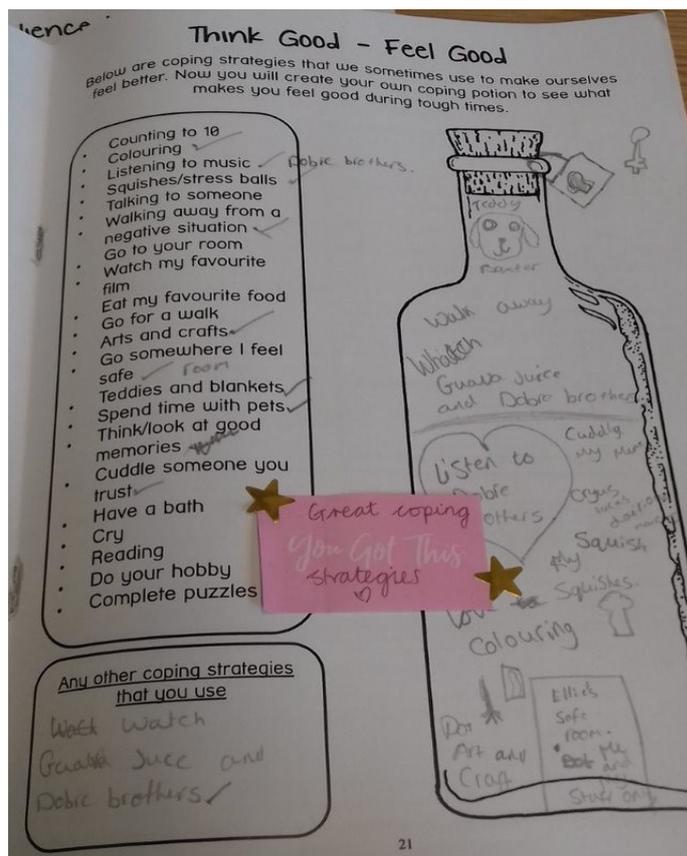
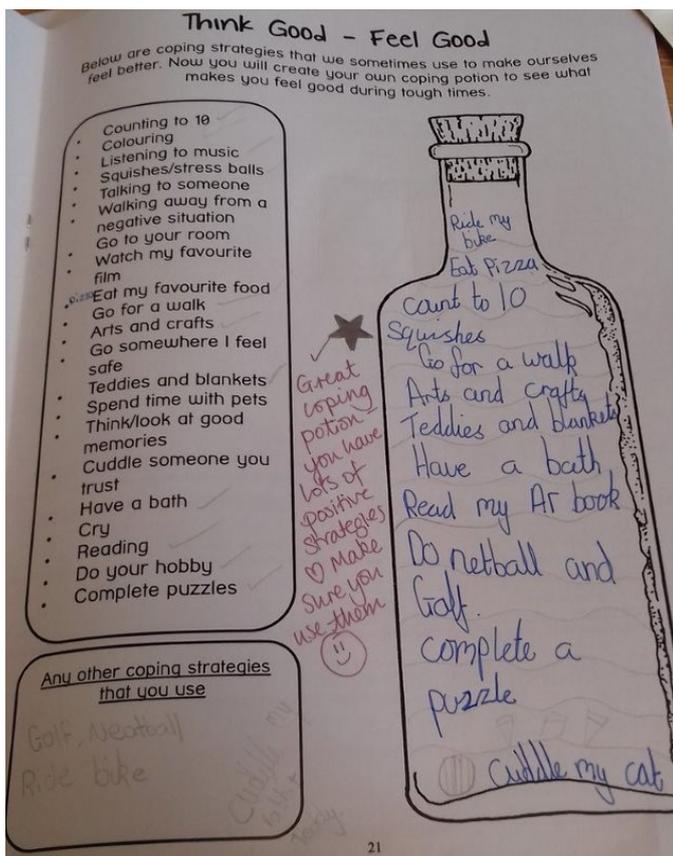
1. **RESILIENT MOVES**—Talk about yours and their resilient moves for the week or the day. Where are they on the framework, which potions do they belong to? What did it make them feel so good? Note their moves down in their Resilience Records. (15 MINS)
2. **INTRO** – Talk about the aims of the session and where it fits in the framework. Look at the Coping and Core Self Potion on the IWB and perhaps their own. (5 MINS)
3. **EXPLORE TOPIC** - Discussion about feelings and emotions. Identify types of emotions and what they are, perhaps make a note of them. Important to note we have many different emotions and everybody has them. Show emotions Video – Inside Out. I either have a discussion after this video to explore some of these emotions within themselves—what makes us feel scared? What makes us happy? Etc. Or if could be a thumbs up, thumbs down have they ever felt this emotion. Include yourself into these conversations. <https://www.youtube.com/watch?v=dOkyKyVFns&t=1s> (10 MINS)
4. **FEELINGS FLOWER** The Feeling flower is the children’s individual chance to explore their own feelings. They do not have to share their flower with anyone. I give them around 5-10 mins to complete. Then ask if anyone would like to share. Understanding and exploring their emotions will help them better to manage them, and identify if they are getting into a situation which triggers them. (5-10 MINS)
5. **IT’S OKAY NOT TO FEEL OKAY** It's okay to feel..... Reinforce that it is ok to feel emotions. It's okay to not feel okay. Remembering that it is ok to feel a certain way, it is how our emotions can impact behaviour. There can be consequences for our behaviour, and this is when we can use coping strategies to help us cope with difficult emotions. Remember you do not need to deal with difficult emotions by yourself. By leaning on others, identifying safe people and safe places this can help you feel better and bounce forward...



I sometimes at this point to demonstrate to the children how their inner thoughts/feelings connect to behaviour I show them a flow chart. Sometimes I don't explain it and see if they can explain it to me, and in most cases the children identify that at first we get a thought about a situation, such as 'I've fallen out with my friends, oh no', then that turns into a feeling, such as sadness or even loneliness. Then we behave in a certain way. We can either behave in different ways some more negative, such as being withdrawn, crying, not talking etc. Or we could choose to be resilient and try and make ourselves get over it. Could we apologise? Could we talk to a teacher or a friend? Remember tomorrow is another day etc. (5-10 MINS)



6. **COPING BOTTLE ACTIVITY** We want the children to think of positive coping strategies when they are feeling a negative emotion We want them to feel good by being more resilient when they are going through a tough time. For the Coping Bottle activity, it's a chance to explore coping strategies. I usually run down the list which the children either tick if it applies to them. It's important to stress everyone is different and what works for someone might not work someone else. Then there is a box for anything else that the children may do to calm down or make themselves feel better. Often the children have some fantastic ones of their own. Like wear their favourite dressing gown, play Lego, write in a diary etc. Just even talking about these positive coping strategies makes the children happy and in a way are creating a plan for themselves if they need ever need it. They then add their favourite coping strategies into their bottle either in writing or pictures. (15 MINS)



## EXTRA ACTIVITIES

- You could watch more of Inside Out if you have the film. It provides a creative vehicle for children to learn, understand and manage their feelings.
- Try to embed some mindfulness techniques into this week, such as: yoga, breathing techniques, colouring or taking notice activities.
- Complete the Feel Good checklist as an extra!

# Feelings Flower

Emotions are sometimes called feelings. We have lots of them and everyone in the world has them. It is good to feel and show our emotions, even when they are difficult.

Take time to complete the sentences below on the feelings flower. It is important to get to know ourselves and knowing our feelings helps us do that.

Name

I feel sad when

I'm glad I'm me because

I feel embarrassed

I get scared when

I am happy when

I get mad when

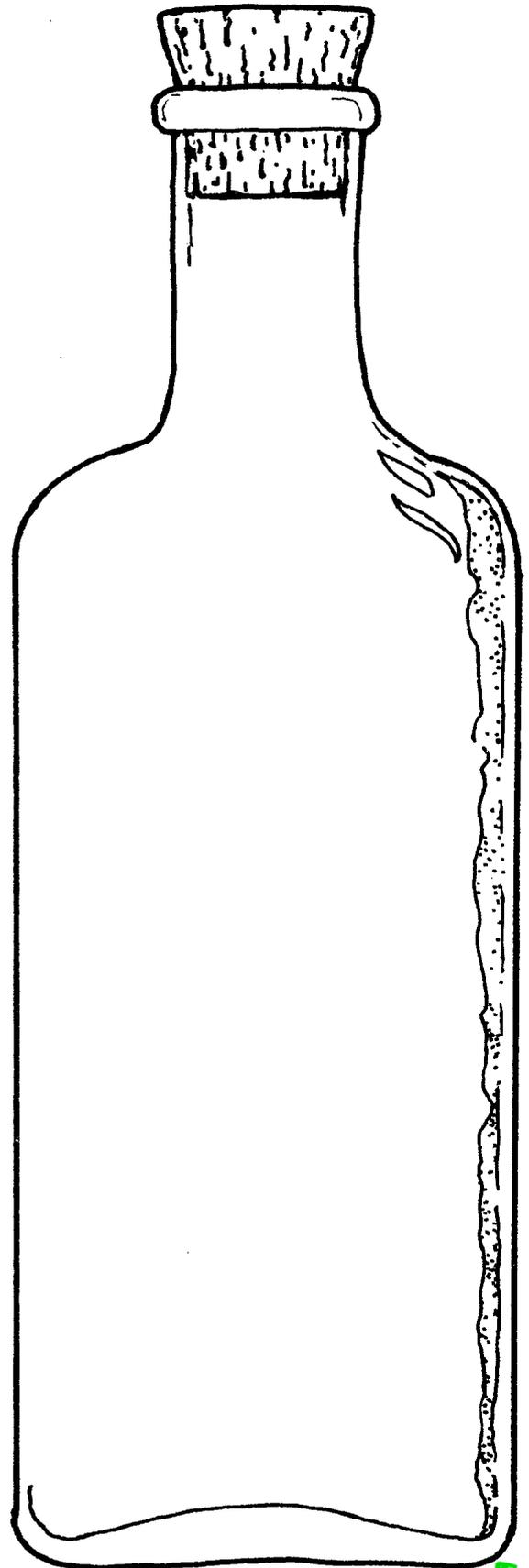
I am a good friend when

# Think Good - Feel Good

Below are coping strategies that we sometimes use to make ourselves feel better. Now you will create your own coping potion to see what makes you feel good during tough times.

- Counting to 10
- Colouring
- Listening to music
- Squishies/stress balls
- Talking to someone
- Walking away from a negative situation
- Going to your room
- Watch my favourite film
- Eating my favourite food
- Going for a walk
- Arts and crafts
- Going somewhere I feel safe
- Teddies and blankets
- Spending time with pets
- Thinking/looking at good

Any other coping strategies that you use:





# Feel Good Check List



You can use this check list when you are feeling sad or angry to help **Bounce Forward** from those tough times.

	A song which always makes me happy is...	
	A person who always makes me happy is...	
	A memory which always makes me happy is...	
	A TV show/film which always makes me happy is...	
	A food which always makes me happy is...	
	A drink which always makes me happy is...	
	The best thing about life is...	

# Session 7

## Relaxation & Hobbies

Time: 1 hour

Materials: post it notes, paper, pencils, relaxation sheet,

### Aims

- Learn ways of dealing with stress
- Learn about different ways to relax
- Develop a greater awareness of who they are and what they enjoy for themselves
- Pupils reflect on what they enjoy and use this to help connect with others

Basics	Belonging	Learning	Coping	Core Self
All	✓		✓	✓

1. **RESILIENCE FRAMEWORK** Recap the resilience framework and present the aims of the session for today (5 MINS)
2. **CLASS CONTRACT** Remind them of the class contract (if made) (5 MINS)
3. **DISCUSSION** What fun activities have the CYP done in the last week? (5 MINS)
4. **MY FAVOURITES** The CYP can be asked questions here about what their favourite food, film, sport, pet book, clothes is, their favourite holiday or break they've been on. Feedback with the rest of the class then ask the CYP to write which their favourite hobby is and who they most enjoy doing that with. And why they enjoy doing that most. (see [worksheet](#)) (10 mins)

**Dependent on restrictions**, the class could now circulate and share with each other what their favourite hobby/fun activity is and listen carefully so they can introduce their partner to the rest of the class.

How do engaging with our hobbies/fun activities help us to feel good about ourselves? It's doing something for us, they are ways to connect with others and help us to be active.

It may be worth expanding a little here on the importance of hobbies/fun activities with other people because it helps us to make friends—CYP could focus in on the fun activities/hobbies they participate in with other people.

5. **TEAM TASK** Here, the CYP could work in teams to think about the teams/activities or clubs they have participated in either inside or outside school. This provides the link to transitioning into high school and the importance of connecting with friends and doing the things we enjoy. **This activity might not be possible with social distancing**, so could be an individual or whole class activity. It might be that we develop new hobbies and interests in high school. Generate excitement about this. The CYP could be asked which clubs they might be looking forward to joining at high school and help each other to come up with ideas for clubs that may fit their interests. Finding time to engage with hobbies is very important and helps us to remain more resilient. It also brings elements of relaxation into our lives. (10 MINS)

**\*\*It's important CYP aren't forced to share their hobby or feel embarrassed about them\*\***

The 'How full is your bucket' video is a good illustration of how to keep ourselves well and use self care to build our resilience [https://www.youtube.com/watch?v=A5R6-2m\\_qHk](https://www.youtube.com/watch?v=A5R6-2m_qHk)

6. **RELAXATION** Brief discussion about how we relax and what relaxation is. Introduce the topic of mindfulness and being present in the moment. Lead the CYP in a mindful meditation (many can be found online to guide such as <https://www.youtube.com/watch?v=ZBnPlqQFPKs> or see 'guided meditation' resource sheet) (10 MINS)

7. **TOP TIPS FOR RELAXATION** Discuss what top tips the CYP could come up with for relaxing when feeling concerned about something (see 'Top Tips' for guidance and discussion) (5 MINS)

8. **REFLECTION** Reflect on their learning. What have they learnt about resilience today? How will what they've learned today help them with their move to high school? (5 MINS)

## EXTRA ACTIVITIES

- Carry on with the potions work or display work. Some classes have created displays, potions etc.
- During the week, explore things that help them to relax and take pictures or draw a picture of themselves relaxing or enjoying their hobbies
- Using picture of boy provided, CYP could write and draw around him ways to help him relax and what he could engage with to help him at high school
- Complete the 'Tough Times' activity during the week as an add-on

## My favourite hobby?

My favourite hobby

.....

I do this with

.....

on

.....

I like this because

.....



## My favourite hobby?

My favourite hobby

.....

I do this with

.....

on

.....

I like this because

.....



# What are your interests?

My favourite film is

.....



The sport I like to play most is

.....

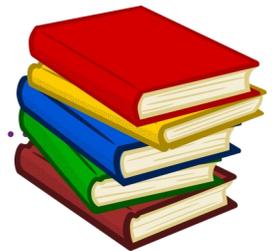


My favourite pet is/would be

.....

The best book I have read is

.....



My favourite piece of music is

.....

My favourite food to make is

.....



My favourite clothes are

.....

The best holiday I have had/would like is

.....

## Top tips for relaxation and mindfulness

### Laugh

Laughter is the best medicine, laughing out loud increases oxygen and blood flow, which automatically makes you feel better!

So tell a joke and laugh!

### Listen to Music

Listening to music can help calm you down and put you in a better frame of mind. If you're feeling stressed, putting on some calming music while you work could really help you

### A varied and healthy diet

eating fresh ingredients and lots of fruit is really important. Juices filled with vitamin C such as orange or grapefruit juice are good for your immune system so can help with stress

### Exercise

Doing sport at least once a week is the best way to reduce stress. It helps your body produce chemicals called endorphins, which make you feel good.

### Remember to breathe

Whenever we feel worried, we can stop what we are doing for one minute and take five deep breaths in and out. Feel your belly go up and down!

# Session 8

## Positivity Glasses

Time: 1 hour

Materials: video, IWB, Resilience Records, Resilience Framework, 3 Good Things Activity sheet, glass frames, cellophane or similar material for glass lenses, arts and crafts for decoration.

### Aims

- To be able to look at things from a positive perspective and instil a sense of hope in self.
- Be able to identify positives in different situations.
- Understand the concept of hope and looking to the future
- Be able to use given techniques to have a positive outlook.

Basics	Belonging	Learning	Coping	Core Self
			✓	

1. **RESILIENT MOVES**—Talk about yours and their resilient moves for the week or the day. Where are they on the framework, which potions do they belong to? What did it make them feel so good? Note their moves down in their Resilience Records. (10 MINS)
2. **INTRO** – Talk about the aims of the session and where it fits in the framework. Look at the *Coping Potion* and try to find *put on your positivity glasses* (5 MINS)
3. **BEING THANKFUL/GRATEFUL** - One way you can keep yourself positive is to remind yourself of what you have got and be thankful and appreciative. Watch this Kid President to explore little ways we can be grateful. <https://www.youtube.com/watch?v=yA5Qpt1JRE4> he names 25 things that make him thankful. Some of them are really small but some of big things. It's a good starter to the topic. There are a few activities you can do after this to get the children to think about what they are grateful for. You can pick one, do them all or even set some off for homework. (5 MINS)
4. **3 GOOD THINGS** - When it might feel like it has been a pretty tough day, week or year- you can look back and remember all the good things that happened. Let's try it now. Taking time to write down things you are thankful each day makes you feel positive and puts you in a more resilient mood. It might be big or it might be small, it might be that it wasn't raining on your walk to school or it might be that you had time for breakfast this morning. It's worth to mention here to the children, this may be something they Wish to continue as a routine. They could keep a daily gratitude journal. Many adults do this too, a nice time to do it is at the end of the day before bed getting you ready for a fresh new day, and ending on a positive. Use activity sheet. It could be something you continue to do as a class. (10 –15 MINS)
5. **BEING HOPEFUL** - Pose the question - What does having hope mean? Open it up the class. Rephrase it if you need to. It is when we are looking forward to something in the future, sometime positive. I like to put images up of hope on the IWB. What are we hopeful for? Here share what you are hopeful for with the children, they'll appreciate your openness. Have some images up perhaps on the IWB to give the children ideas (Christmas, holidays, seeing their friends, going back home after school, watching a film later, having a treat night, high school, getting a pet, learning to drive, going to university etc.) Is there a way you could collate these hopes? (5 MINS)

6. **REFLECTION** - Why does being thankful, grateful and being hopeful make you feel more resilient? Get there responses verbally. Why would it make you feel better? It can make more focussed, it can help us to look forward to things and give us a sense of purpose, it can make us feel more positive! There is also scientific evidence that that expressing genuine gratitude on a daily basis can improve physical health as well by improving quality of sleep, cardiovascular (heart) health and immune function. (5 mins)
7. **POSITIVITY GLASSES** This activity is usually very popular when we deliver it in schools as it is very practical. What I do like to note to the children is, although this activity is crafty and we are making something, we must remember the importance behind it. The children are going to create their own pair of positivity glasses, so when they need to remember to be thankful, positive and be hopeful, they can pop this on and look towards the future and the positive things in life. I'll include a template and photos below of what they look like. I often give clear instructions out at the beginning. Each child will have a frame, 2 glass sides and you need a material for the lenses- we usually use coloured cellophane. You can use the frame I have attached in the pack, or there are plenty of glass frames on the internet you can use. I'm sure you are more than capable of guiding them though this activity, but these are the instructions we give out (20 MINS):

A) Bend the edges of the glass frame and then attach the sides of the glasses with glue. Make sure the glass arms are facing down so they go over your ear!

B) Face the glasses down on the table and attach your lenses. I put the glue on the glass frame rather than on the cellophane, or they end up ruining or not being able to see through them.

C) Decorate the glasses with whatever resources you have. We encourage the children to write message of positivity on the glasses too.



### EXTRA ACTIVITIES

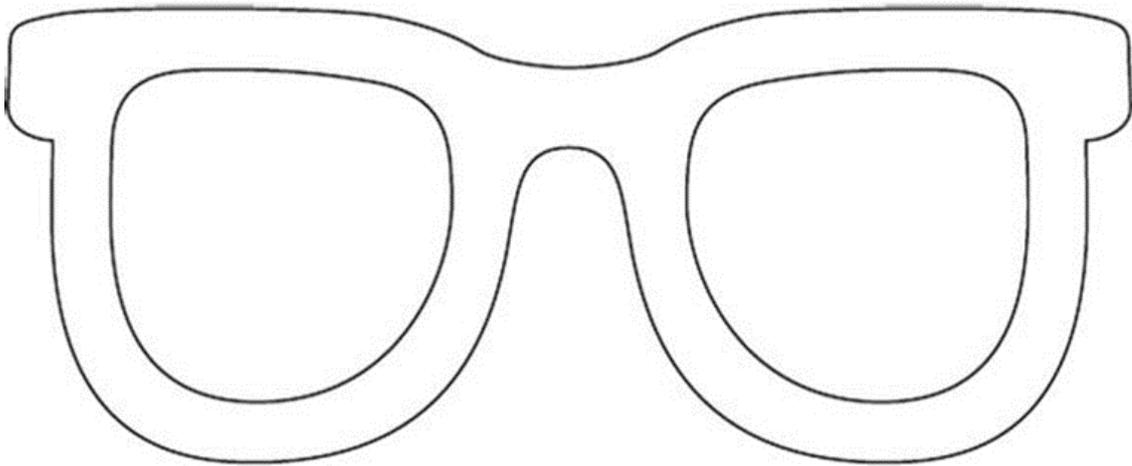
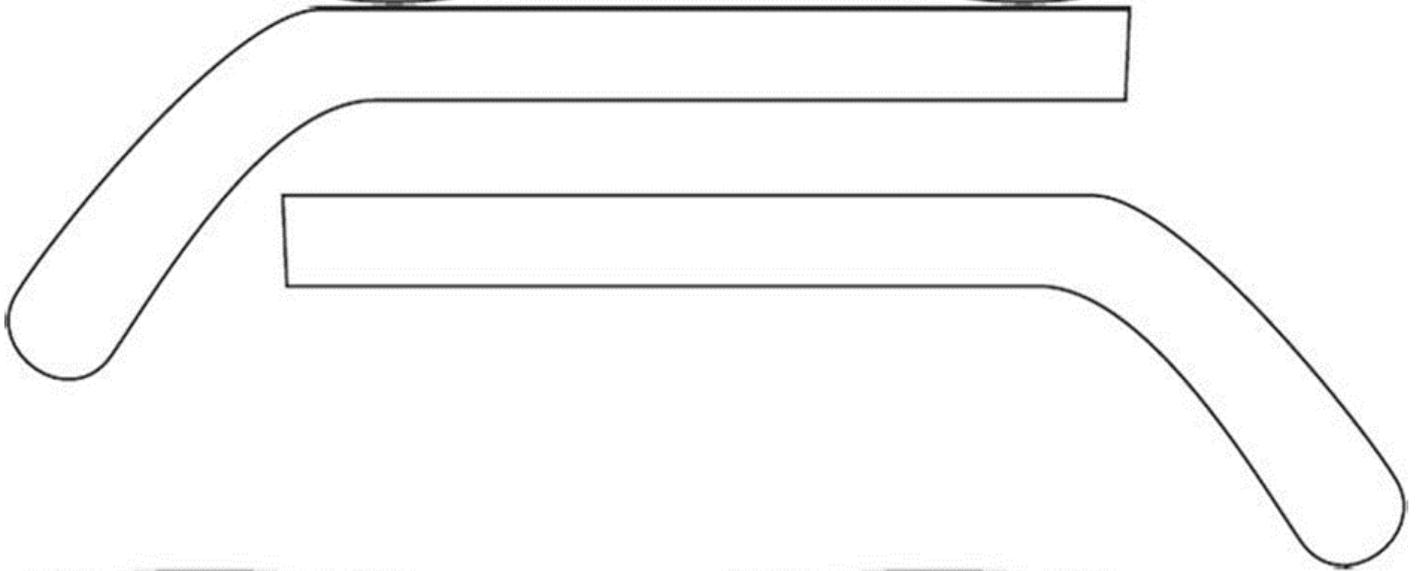
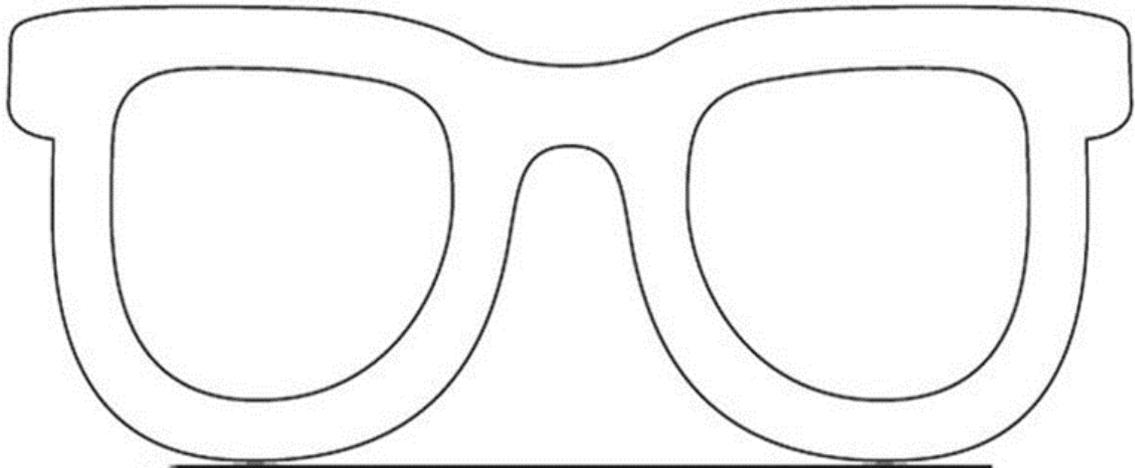
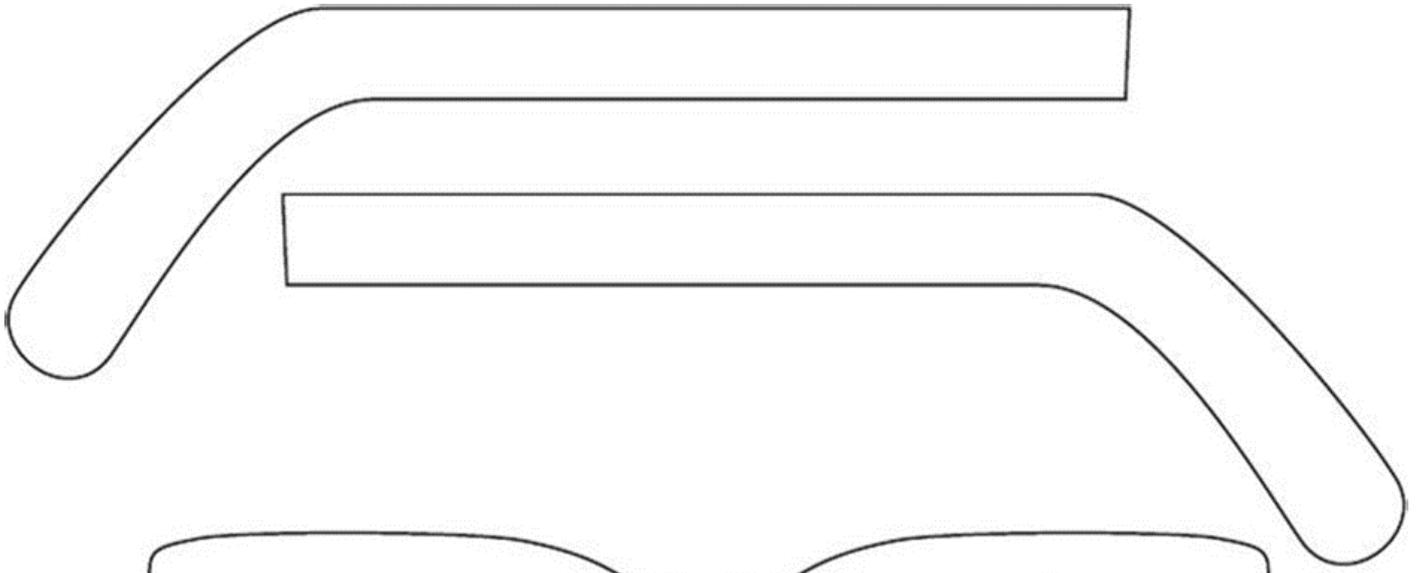
1. You could do some more work on hopes and dreams. Is there you could display these in some way? Dreams and hopes are important: it gives the children something to aim for and to inspire to, chasing dreams will help you be brave, they make you become more independent as learners, dreams can distract you from negative events in life, through accomplishing dreams or reaching dreams, the children learn about failure which goes hand-in-hand with success. Failure is part of success and how we learn. You could link it more specifically about their hopes and dreams for their high school experience. See extra worksheet.

# 3 Good Things...

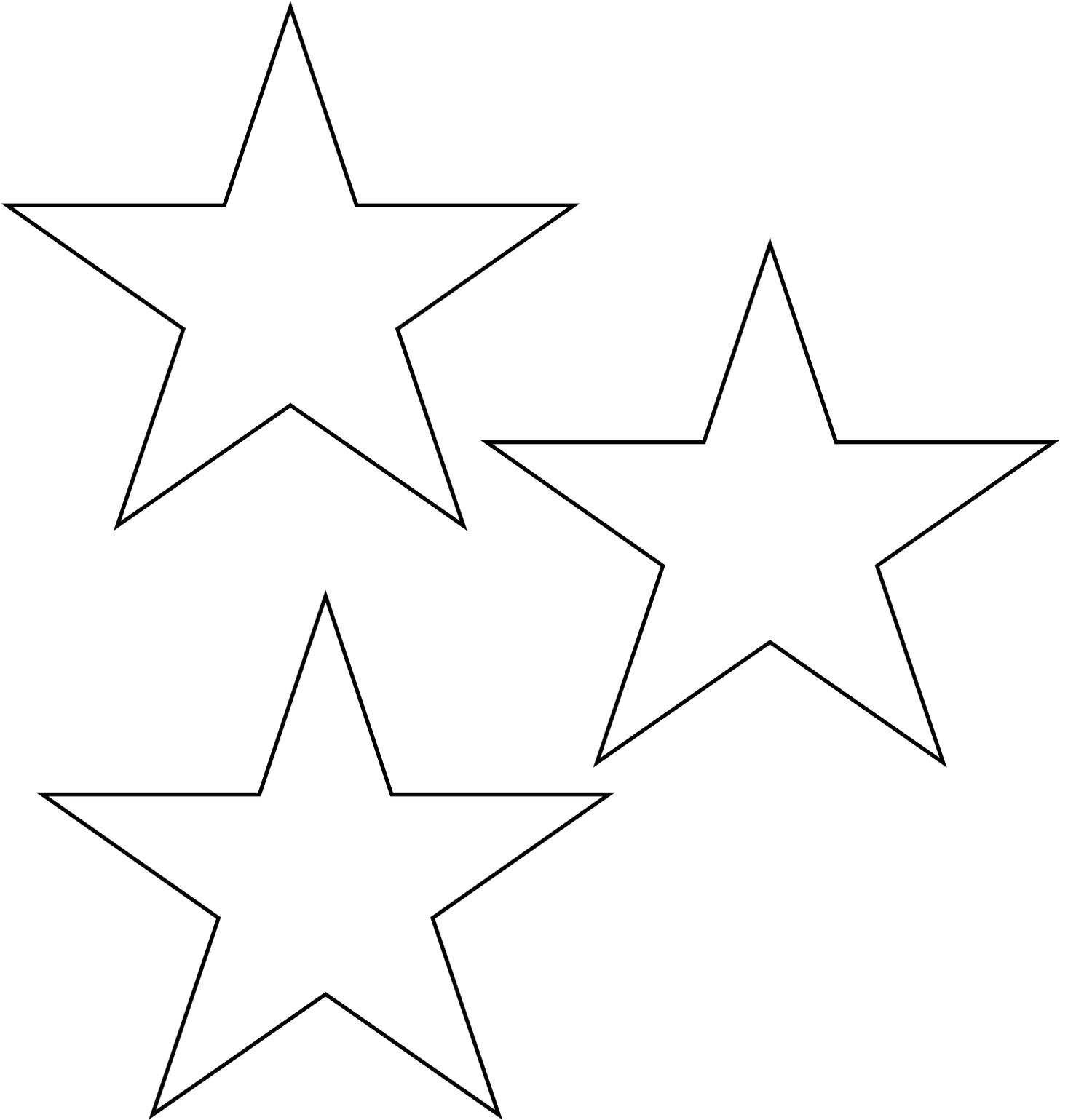
Taking time to write down three things that you are thankful for, can help you think and feel more positive. Think of people, places and things you are thankful for.

Take time to write down three things you are thankful for each day.

Today's Date:  1.  2.	Today's Date:  1.  2.
Today's Date:  1.  2.	Today's Date:  1.  2.



# My Hopes and Dreams for High School...



# Session 9

## Transition to High School

Time: You can choose your own timing for this, it could be split into 2 sessions as some activities could be explore further. You don't want to rush through as it will be very important for the children to get reassurance and explore their worries in this session.

Materials: video, IWB, Resilience Records, Resilience Framework, worksheets,

### Aims

- Identify the differences between primary and secondary school.
- Describe how it might feel to move to secondary school.
- Explain different ways of managing change and build up strategies to help move forward.

Basics	Belonging	Learning	Coping	Core Self
✓	✓	✓	✓	✓

1. **RESILIENT MOVES**—Talk about yours and their resilient moves for the week or the day. Where are they on the framework, which potions do they belong to? What did it make them feel so good? Note their moves down in their Resilience Records. (10 MINS)
2. **INTRO** – Talk about the aims of the session and where it fits in the framework. As it's a reflection of what will work for them moving forwards, all parts of the framework could be relevant. Children find different resilient moves more helpful than others.

*Transition to high school is a significant change for children and many will already feel nervous/excited about it. With Covid-19, these feelings may have heightened due to feeling isolated and lockdown. There fore sharing their worries and anticipation can help them feel reassured whether it's at school with their teachers and peers or at home with their family.*

Ask children - what is change? During your life, there will be times when change will affect your daily routine. It's something new. Change can be a good thing because it can help us grow and learn. Change can affect us all differently and cause lots of different feelings. What sort of feelings could you feel with a new change, let's think about their change to high school? Could they list some emotions - excited, anxious, upset and tearful, stressed, confused, sad. Reiterate that it's okay to feel like that, it is normal. What will help with those emotions, is being resilient and using tools and strategies to be able to get over those emotions to cope. (10 MINS)

3. **HOW DO WE FEEL?** Have 4 words - nervous, excited, not sure, worried. Now you could do this anonymously and get the children to write on a post-it note which one they are feeling. Then you could get a sense. But it also may be worth putting the words up around class and getting the children to move to them. Due to social distancing you may have to do a hand vote perhaps. Then ask what are they nervous about? What are they excited about? What are they not sure about? Write the down for yourself to explore if you need to during the week, or if you need to do some more focussed work with a child/ group (5-10 MINS)

4. **SIMILARITIES/DIFFERENCES ACTIVITY** In this activity, the children will explore the change to high school in more detail. You can either get the children to complete their own copy of the table or you could do it in groups or as a whole group. Whatever works best for your children and with social distancing in place. There are 4 sections to fill in. Usually we do this in small groups or pairs then feedback into a larger one. What is different about high school to primary school? What things will stay the same when you go to high school? What am I worried about? What am I excited about? (15 MINS)

5. **WORRY BUSTERS** I usually like to do this straight after to bust some of these worries they may have. You could print the worries out and get the children to pick one, or give one to a pair or an individual. Then together you think of coping strategies that would help you if you needed it. You could have the strategies up on the IWB to pick from. Bust those worries away! For example one might be:

*There is too much homework for me, I keep forgetting when to do it.*

Together look at how we could cope if this was happening to us or one of our friends. They could talk to their form tutor (you may have to explain if they don't already know what a form tutor is) or someone else they trust in school, they could tell their parents or carers that they are struggling or someone they trust at home, they could keep a track of in their homework planner and keep a timetable, they could join a homework club at school. (10 - 20 MINS)

6. **HIGH SCHOOL RUCKSACK** This activity is almost like a plan for the children after discussing the change in more detail. They will write what they are most excited about, what they are still worried about (may need to explore further) but the coping strategies they are going to use to cope when they are worried about it. Can they pick a resilient move, is it a strategy they have learnt through the sessions or from their Coping Bottle For example: 3 Good Things, using their safety or transport plan, having a nap or a good sleep, talk to someone they trust, smile at people, tell jokes, spend time on their hobby, read, reflect, deep breaths, go to a safe place or person etc. They could always decorate their rucksack if they wanted to and personalise it. (20 MINS)

## EXTRA ACTIVITIES

1. Use *Tips for Change* worksheet.
2. Watch Inside Out video once Riley returns home. It shows that actually being sad is okay, it makes you realise what's important. Riley needed to cry and let out her emotion in order for her to cope. Keeping it inside was making her incredibly unhappy. She was going through a lot of changes: she had moved school, house and city all in one go. How he coped was that she remembered her good memories and she had her family, that helped her at the end to re-build her life and made her feel better. <https://www.youtube.com/watch?v=ISaHt3ps1dM> or if you have a copy of the film even better!
3. Most teachers have a worry box or something similar in their classroom, encourage the children to use one to ask their questions. They can be anonymous or not. They you can either address it with that child or generally as a class.
4. Worries about being bullied comes up quite a bit as a main worry. This maybe is another topic you will have time to explore. Twinkl have lots of resources on anti-bullying as well as other well known educational websites.

<https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources>

Stimulations

# Excited!

Not sure

Positive Man

# Changes

What is different about high school?

What will stay the same?

What are you worried about?

What are you excited about?

# Worry Busters

- I'm going to a different school to most or all of my friends.
- My new school is a bus journey ride away. I hope I don't get lost or miss the bus.
- I am very sporty but struggle in my lessons. I am worried I won't cope.
- There is so much more homework than there was in primary school.
- I'm worried about older children bullying me. They are so much bigger than me.
- I'm scared about meeting new friends. I am quite shy.
- I don't know where to go on my first day.

# High School Coping Kit

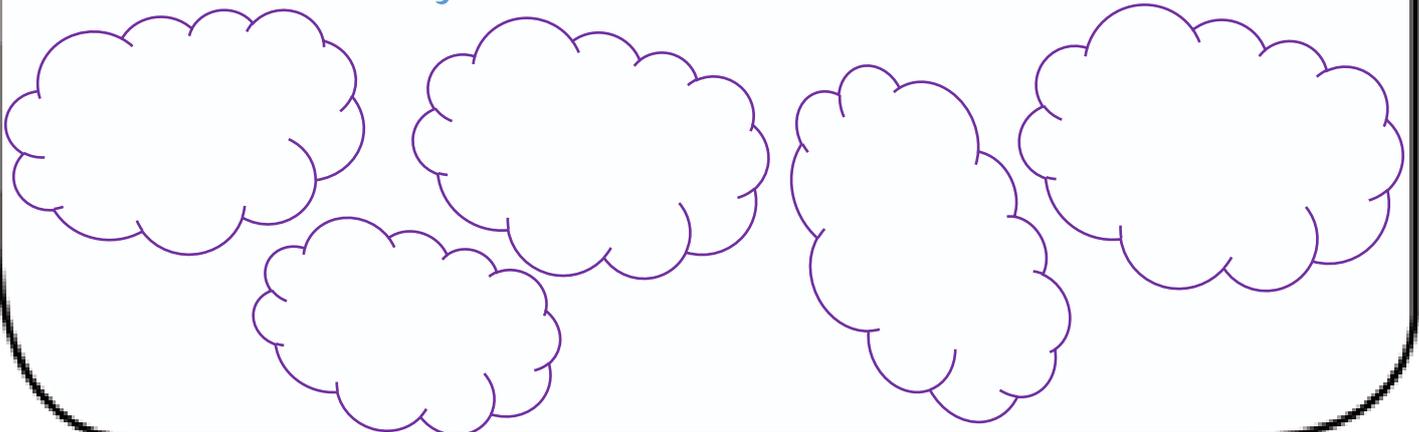
3 things I am looking forward to at High School...

- 1.
- 2.
- 3.

My Main Worries Are...



These are the coping strategies I will use to overcome my worries and bounce forward...



# Tips for Change

## 1. Acknowledge the change...

You will find it easier to adapt to change if you accept that things have changed. Try positive self-talk such as 'Things have changed, but I will be okay'. Think back to the Positivity Glasses session and try and coach yourself out of negative thoughts.

## 2. Acknowledge how you feel...

No-one chose the changes we are experiencing and there is no one to blame for the lockdown and pandemic. It's okay and normal to feel stressed or worried; we need to accept our feelings and remind ourselves it's our bodies way of telling us things have changed.

## 3. Be kind...

Be kind to yourself and others during this difficult time, when we are spending more time at home. Take time to do things you enjoy that will make you feel better. Think about our Coping Bottle we created.

## 4. Be positive...

Try and remember the positives. Look for the small achievements and wins throughout the day. Fill in your 3 Good Things, to remind yourself of the positives you've had that day. Put on your Positivity Glasses! Try and look towards the future and think about the goals you want to achieve, and all those things you want to do when lockdown is over.

## 5. Routine...

Keeping to a routine will help keep some structure to your day. It will also help you feel more in control. It's going to be different to your usual school timetable, but it will help you stay focused on the day ahead. Try to keep to a healthy sleep routine too.

## 6. Healthy Eating...

One of the Resilient Moves in the Basics. Although it's very tempting to snack more whilst being at home, try to make your diet balanced and only have a few treats dotted through the week.

## 7. Exercise and Fresh Air...

Try to get outside as much as you can. Fortunately, lockdown has happened during the

warmer months. We won't be exercising as much as we usually do. Even just going for a short walk for some fresh air will help you feel more energised.

## 8. Offload...

Being negative is often not very helpful and can be bad for our mental wellbeing. However if we do feel like that, sometimes talking to a friend or family member about how we feel can release some of those thoughts and help our mind feel a bit clearer. You can also have a journal you could write in or draw in to help release and empty out some of those thoughts and feelings.

## 9. Keep busy...

Organise in tasks or projects into your daily routine to keep yourself busy. This will help take your mind elsewhere and focus on something different. Try to make sure your tasks and projects are meaningful to you so you enjoy doing them. Could you learn something new? Practice a hobby? Start an art project?

## 10. Ask...

If you are still struggling to cope with the changes in lockdown or the changes coming up for high school, then talk to a trusted adult at home or at school. Don't keep it to yourself, if you ask for help now you will be able to cope better with change in the future.