

Supporting children after lockdown: secondary resources

Area of focus	Tutor time activities
Stress Regulation	<p>What do I do when worries build up? In pairs or small groups, ask students to reflect on common worries or fears they may have over the school week? How might they deal with these? Show this clip and discuss as a group. Is there anything in it that may be useful for emotional self-regulation?</p> <p>Should we believe everything we think? Show this video clip. Ask students to discuss in small groups the question 'should we believe everything we think?'. Invite pupils to feedback as a group and share their reflections. Invite them to think about a persistent thought they might have about themselves that is negative. How could they interrupt and challenge this thought, acknowledging, and noticing first the feeling and body sensations that come with this thought? For example, taking some long, slow, deep breaths, saying something affirming to themselves or star fish breathing.</p> <p>Flipping our lids Explain the 3-part brain hand model. Ask students to think about the last time they 'flipped their lid'. Invite them to discuss in small groups what was happening in their bodies, what were their thoughts and how did they behave? To support the learning, reflect on a time when you flipped your lid, describing, your body sensations, thoughts, and behaviour. Use a safe and non-threatening example.</p> <p>Calm as a superpower Invite students to think about what helped them feel calmer when they were sad, angry, stressed or over excited. Explain that activities such as mindfulness, meditation, yoga, exercise and being in nature can support our brains and bodies to calm and generate feel good chemicals that support our emotional wellbeing such as serotonin. Invite pupils to watch the visual aid and sync up their breathing with the movement of the shape; do this for 3 minutes. Ask students to reflect on how this made them feel and feedback.</p>
Brain Development	<p>The Adolescent Brain Ask students to discuss some of the negative stereotypes associated with adolescents. What is commonly said to be responsible for the changes that adolescents go through? Show this video. Ask students to discuss what they learnt in small groups and feedback as a group. Invite them to reflect on how adolescents change the world they live in.</p>

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<p>Relationships</p>	<p>How do I see myself and how do I want to be seen? As an introduction show the video clip. Begin this area of focus with a discussion on how we identify ourselves, for example through our family, culture, community, interests, taste in fashion, music and creative or sporting activities. Ask students to individually reflect on how they think they are seen by other people. Invite students to discuss in pairs, whether this matches up with how they would like to be seen. They do not need to share details just an overview.</p> <p>Unhelpful thoughts Sometimes when we have conflict with people we can get tangled up in our thoughts and feelings. Ask students to discuss a time when they fell out with someone and things got worse not better. What happened? How did things escalate. Show the video and ask the group to reflect on the content.</p> <p>Friendships Show the video and invite students to individually reflect on their friendships. Who helps them to grow and who holds them back? Now in small groups ask students to discuss the qualities of friends who encourage them and the ways in which we might be held back by our friendships and associations. Ask for feedback.</p> <p>Sources of support Show the video and invite students to discuss in small groups who they would go to if they needed to share how they were feeling and get some support. Ask the group to reflect on what might hold us back from reaching out to others?</p>
<p>Emotional Resilience</p>	<p>When we get stuck Ask students to reflect on a time when they faced a challenge that it felt almost impossible to move through. How did it feel? How did it impact on their enjoyment in life and relationships? Show this video and ask students to feedback on how the video made them feel.</p> <p>What helps us grow emotionally Invite students to reflect on something in their life they would like to be better. Now ask them if it is something that is in or out of their control. Sometimes, we are presented with challenging life circumstances that we cannot prepare for or change. Show the video. Invite students to reflect, in small groups, what helps them to weather the storms and life's natural ups and downs. Invite them to consider small ways or new habits that may help them grow their emotional resilience. For example, creative outlets, self-exploration through books or inspiring talks, a mindfulness practice, visualisation or meditation music to support sleep, yoga, healthy eating, or relaxation techniques.</p>

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