



Exploring your thoughts and feelings

Who is this resource aimed for?

This is a universal resource for children using the Reintroduction Hub

COVID-19 is a new pandemic, and it is the first time in a very long time that we have had to manage a situation like this. The last pandemic was in the early 20th Century. Some people aren't worried about COVID-19, others might feel really worried. Lots of people may have liked being able to enjoy time at home others may have really wanted things to be normal.

Have a look at the image below and think about your feelings and how you might feel in certain situations. This may be an opportunity to share with your teacher if anything that worried you whilst you weren't at school (please remember that if you share a piece of information that suggests you are at risk then a teacher may have to tell someone else).

I feel angry because...

I feel sad because...

How I feel about COVID19

I feel worried because...

I feel _____ because...

I feel sad because...

I feel angry because...

How I feel about going back to school

I feel _____ because...

I feel worried because...

Hello!
I'm Zendra Zebra





Challenge Negative Thinking

Who is this resource aimed for?

This is a resource aimed for children with high perception and low reality of COVID-19.

Anxiety is having too much fear and worry. It is no surprise that during COVID-19 pandemic you might find that your worries are more obvious. This might be even more difficult if you had anxiety before the pandemic. This sheet is to help you challenge negative thinking. Negative thinking is when a person thinks that something bad will happen. It may mean that you avoid doing things that you could enjoy. You may wish to explore the answers to this question with a grown-up or friend that you trust.

Questions to ask yourself to help challenge your negative thoughts or self-talk:

Am I catastrophising or over-estimating danger?

Is this thought true? What is the evidence that this thought is not true?

Am I certain that this will happen?

Is this a thought or is it real?

What would I say to my friend if they told me they had the same thought?

What might one of my friends say about my thought?

Is the situation possible or certain to happen?

If this thing did happen, how could I cope in the situation?

What is the worst that could happen?

Hello!
I'm Crosby
Crocodile

Has this happened to me before?

If this thing does happen, what will be the impact?

Is my judgement based on how I feel or facts?





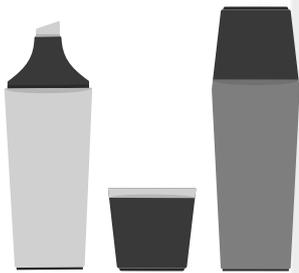
Mood Board

Who is this resource aimed for?

This is a universal resource for children using the Reintroduction Hub

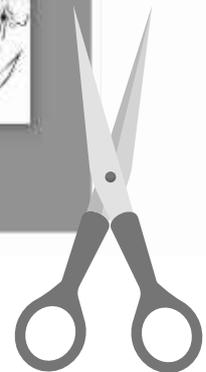
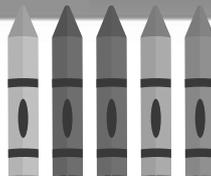
What is a mood board?

A mood board is an arrangement of pictures, materials, bits of writing (you can cut up from a newspaper or magazine or quotes that you like). The idea is that you explore what COVID-19 and the changes that have happened. The mood board can be shared with others to explain how you feel, or can be something that you keep private. If you want, you can do the mood board on the computer



What might I need?

- A large piece of paper (sugar paper)
- Pens for writing
- Colouring pencils or pens for drawing, sketching
- Magazines or newspapers
- Scissors
- Imagination!



Hello!
I'm Basanti
Badger



Grounding Techniques

Who is this resource aimed for?

This is a universal resource for children using the Reintroduction Hub

What are grounding techniques?

Grounding techniques is bringing to focus what is happening to you in the **now** and the **present** moment. Grounding is often associated with mindfulness. The idea is that instead of being focused on what you are thinking, you are grounded in the present moment.



Different ideas that may help

Collect a flower or something that smells nice. It could be a herb such as one you cook with, or some grass, or even a some nice smelling chocolate. Hold the item in your hand and bring the object to your nose. Breathe in though your nose and inhale the smell of the item. Hold your breath for three seconds (don't worry if you hold your breath for longer or shorter!). Breath out through your mouth. Repeat as many times as you want (or until you want to eat the chocolate!)

5, 4, 3, 2, 1 what do you notice?

Think about 5 things you see, 4 things you feel, 3 things you can hear, 2 things you can smell and 1 thing you can taste

	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>				



Hello!
I'm Donnica
Dog



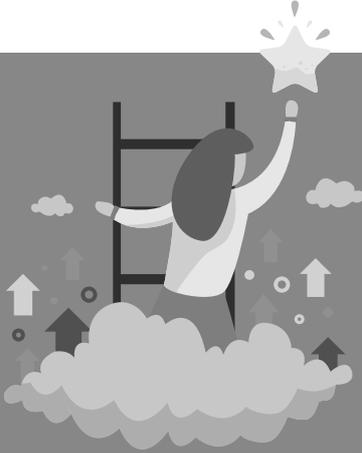
My plan and predictions!

Who is this resource aimed for?

This is a resource for children with high perception of threat from COVID-19

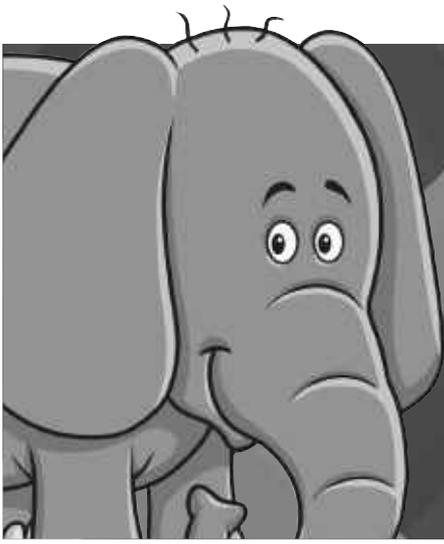
It is normal to be worried about different things, but avoiding something for a long time could mean that you also miss out on things that you might really enjoy. Choosing an ultimate goal of something that you are worried about can be broken down into different steps. For example; your goal might be to

'sleep round a friend's house' or 'put my hand up in class', but the step towards that could include things like 'speak to my friend on the phone' or go to my 'friend's house for dinner'. Think about you're the different steps for your ultimate goal and what rewards might help you achieve them.

Steps		Rewards
Ultimate goal		Ultimate reward
5.		5.
4.		4.
3.		3.
2.		2.
1.		1.



Hello!
I'm Monique
Mouse



Are people breaking the rules?

Who is this resource aimed for?

For children with low reality and low perception

The rules for wearing masks has changed. At the time of writing this activity, children over 11 year olds should wear masks in public place. This is unless they have certain medical conditions. It might be that the rules change by the time you read this. These activities are to help you think about the rules around key things such as:

- Social distancing
- Wearing of Personal Protection Equipment (PPE) such as face masks
- Social gathering

Finding out more through research:

What are the current rules on safety in public places? Some good websites that will help you understand this are the NHS, gov.uk websites or CBBC newsround. Can you find out the answers to the following questions. When you are researching think carefully about where you are getting your information from? Is it trustworthy? Does it come from a valid source?

A good example of thinking critically is this image below which was widely spread on social media after government announcement that many organisations and shops were going to close.



It was used to criticise the Muslim worshippers but in reality this picture was taken prior to lockdown for COVID-19.

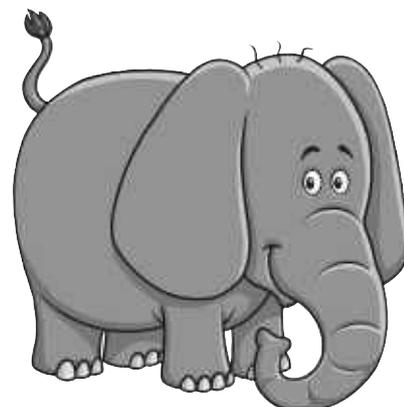
Picture courtesy of West Yorkshire Police twitter feed



What are the rules relating to social distancing in your area?

What are the guidelines for visiting friends or family?

Are there different rules for different parts of the country?



Hello!
I'm Elliot
Elephant



Making a reminder badge

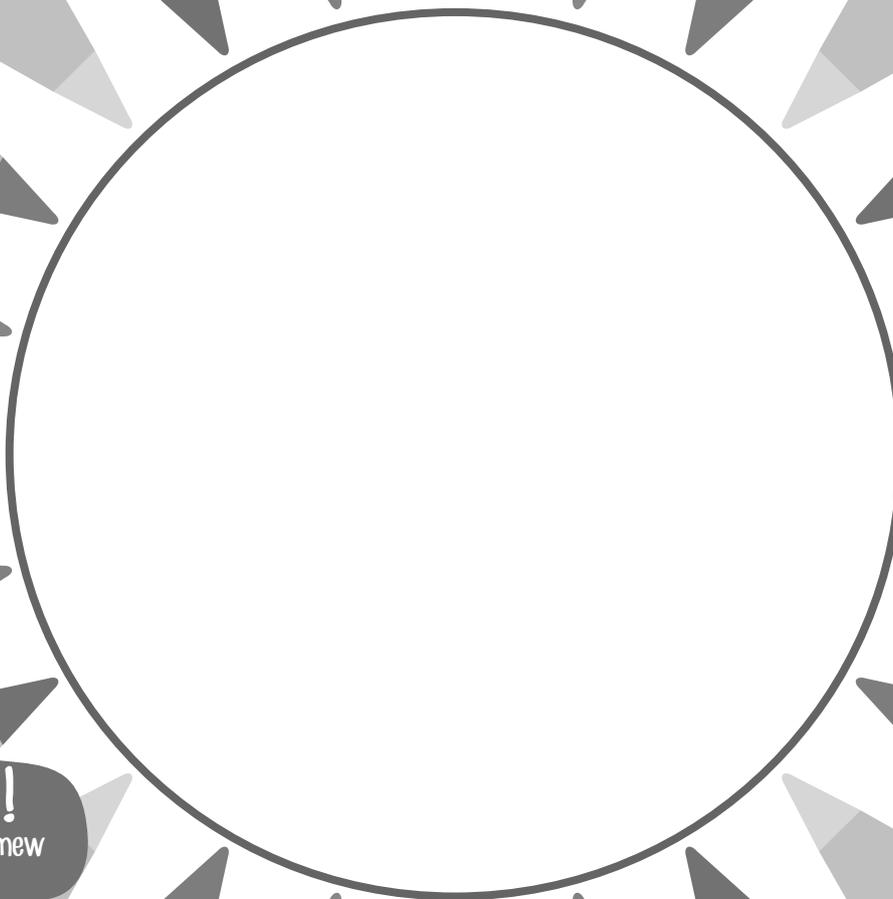
Who is this resource aimed for?

For children with high reality and low perception

There are different ways to help you remember the rules relating to social distancing. You might want to put a reminder or picture on your background on your phone. Or you may wish to put something in your pocket at school (such as an acorn or tangle toy) that when you reach into your pocket you are reminded to wear a face mask and practice social distancing. Or you could make your own badge that you may wish to put on your school bag or inside your school

blazer. The idea is that it prompts you to remember when you otherwise may forget because you are busy! There are lots of different make your own badge crafting kits online that you can design your own logo and idea.

Using the circle below, plan what picture you would like on your badge. You may choose to have just an certain icon or picture, or to add words. The choice is yours.



Hello!
I'm Bartholomew
Bat



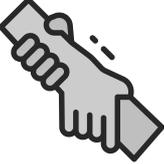


Words that describe me

Who is this resource aimed for?

This resource is for children to think about the things they are good at. It is particularly for children that may have a low self-concept (they think of themselves in a negative way)

People are good at different things. You might be really good at one thing and find other things quite difficult. Have a look at some of the words below and put a tick for the things that describe you.

Helpful 	Friendly 	Artistic 	Thoughtful 	Brave 
Honest 	Generous 	Caring 	Optimistic 	Kind 

Now think of some of your friends or children in your class. What are they good at? Write their name underneath one of the things you have noticed they are good at.

Helpful 	Friendly 	Artistic 	Thoughtful 	Brave 
Honest 	Generous 	Caring 	Optimistic 	Kind 



Zebra fact
I sleep standing up



What are you good at?

Who is this resource aimed for?

This is a universal resource aiming to understand how children see themselves (self-identity) and how they value their strengths (self-esteem). It is a resource to share their thoughts and to be used within activities such as mentoring or general planning.

I am really good at (tick the things you are really good at)

Making friends	Thinking about how to start a task	Finishing an activity	Helping my teacher	Helping my family
Being kind to animals	Reading to myself	Reading to other children	Remembering facts like bus routes or dates	Speaking confidently in front of others
Playing a team sports (like football, tennis, basketball)	Taking part in a solo sport (like swimming, horse-riding or gymnastics)	Thinking of amazing stories	Creative activities (drawing, making things or painting)	Making my own music (on the computer, or an instrument or singing)

Use this space. Are there things that you are good at that we haven't thought of?

Hello!
I'm Pablo
Panda



You can't be good at everything! Albert Einstein has been reported (but actually it's not true, but it is an interesting idea!) as saying; "Everyone is a genius. But **if you** judge a **fish** by its ability to **climb a tree**, it will live its whole life believing that it is stupid". There might be things that you find really difficult, and it might be that you can set up ways of helping you improve those things. No one wakes up one day and can learn how to play the piano or to read, for some people it seems easier and others have to work really hard. Breaking down activities into small steps towards a goal may help you become better at some of things you would like to be.





Who am I?

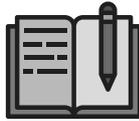
Who is this resource aimed for?

A universal resource for primary students who are working through the identity factor in the Reintroduction Hub.

What makes us who we are, is very complicated. It is a mixture of a range of things including:

- Our family
- Our friends
- What we look like
- The things we enjoy

Using the table below have a think about the things that make you who you are;

Your family	Your friends	The things you are good at	The things you like
<p>E.g. I live at home with my mum. She likes to read a lot, so I like to read too!</p> 	<p>I have one best friend, We play basketball together.</p> 	<p>I am really good at English! I love writing stories.</p> 	<p>I really like animals and spend a lot of time playing with my pet cat Marmalade.</p> 



Crocodile fact

Crocodiles have the strongest bite of any animal in the world



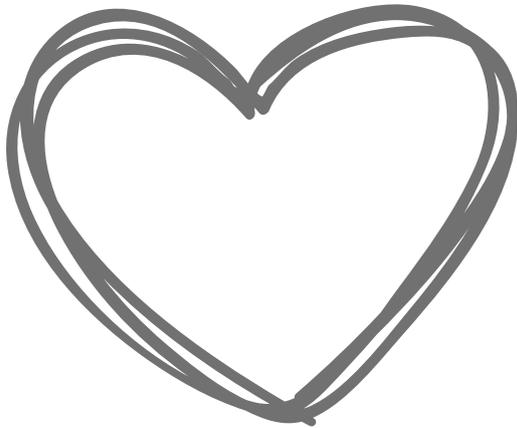
Who am I?

Who is this resource aimed for?

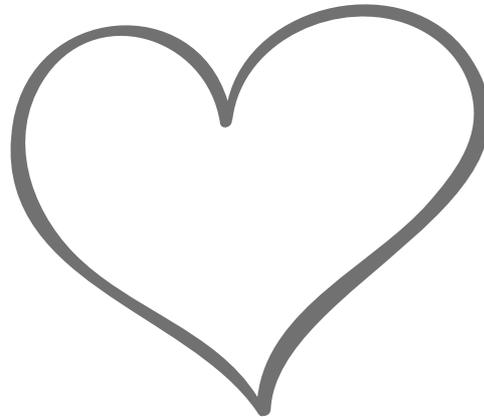
This is a resource for children with low perception of their own ability who are working through ideas around self-identity.

We don't always know what we are good at. This activity is to help you think about the things you are brilliant at! Fill in the hearts to tell people the things you are proud of!

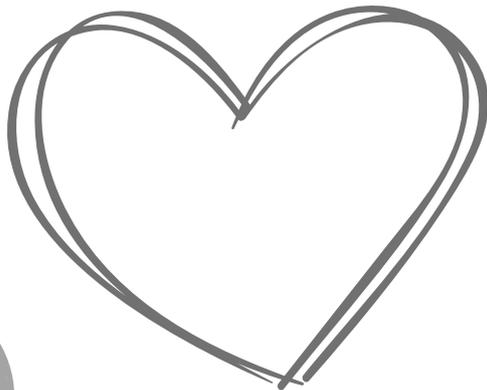
I am really good at



At school my favourite subject is



My friends like me because



I am proud when I



Badger fact
Badgers are nocturnal mammals



We can't be good at everything. Think about something that you want to be better at, write it in the star and write three ways that you might try and get better at it.

.....
.....
.....



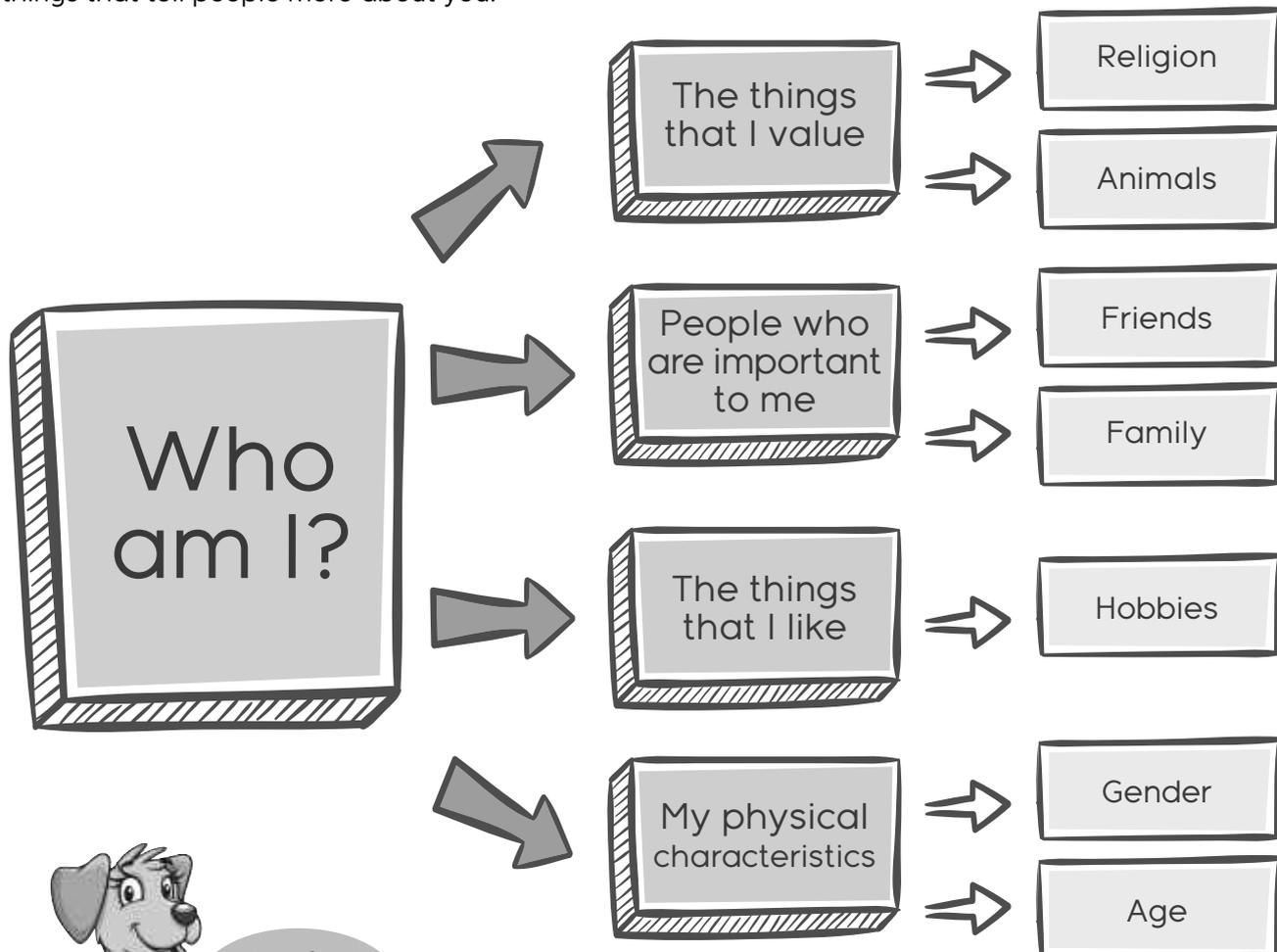
Self-identity mood boards

Who is this resource aimed for?

A universal resource for secondary students who are working through the identity factor in the Reintroduction Hub.

What makes us who we are, is very complicated. It is a mixture of a range of factors which could include; physical characteristics, the things that we like, the things that we value and the people that are important to us. Using a range of resources make your own version of the self-identity mind-map to explore a bit about who you are, and what is important to you. You may wish to use newspapers, magazines, photographs and so on to build up a visual image of things that tell people more about you.

There are some amazing examples of identity mind maps online which may be a good starting point for your own thoughts on who you are. If you want some inspiration use a search engine such as google and look for "self-identity mind maps" or "self-identity mood boards" and explore the images online. Below are some starting points to get you thinking!



Dog fact
There are over 400 different breeds of dogs in the world



Threat mind map

Who is this resource aimed for?

This is a resource aimed for children with high perception and low reality of COVID-19.

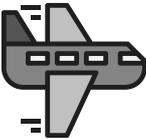
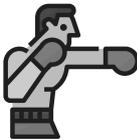
What is threat?

A threat is anything that is likely to be dangerous or damage us. These could be lots of different things including:

 <p>An animal that could bite or scratch us</p>	 <p>A person that may hurt us</p>	 <p>Things in nature such as the sea, a storm, or even thorns on a plant.</p>
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How does our body react?

It is normal and natural for us to avoid threat. It is to keep us safe and make sure we aren't harmed. Our body reacts in different ways to try and make sure that we aren't hurt by something that threatens us. Some people call this the flight, fight and freeze response.

<p>Flight</p>  <p>When we try and run away</p>	<p>Fight</p>  <p>When we stay and fight</p>	<p>Freeze</p>  <p>When we stay and try and be hidden</p>
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What is my own responses to threat?

We all respond to threat differently. Think of a time you were scared (you may wish to do this with a grown-up, especially if you are still worried). Have a think about how you felt, what were the feelings in your body.

The examples below are different things that could happen. Have a look at the examples below. Put a tick next to the ones that happen to you.

- Sweat
- Tummy ache
- Butterflies in tummy
- Need to go for a poo
- Be sick
- Feel sick
- Feel angry
- Cry
- Run away
- Mouth feels dry
- Super focussed
- Shout




Mouse fact
Mice tails can grow as long as their bodies

continued overleaf



Threat mind map

Why are we talking about threat and COVID-19?

COVID-19 has been a pandemic. This means that it is has been a virus that has been in lots and lots of countries. Many people have had to change what they have done in order to prevent catching COVID-19 either because they may get very ill from having the virus, or because they might make other people very unwell. COVID-19 has been a threat and we have reacted to it in different ways. Some people have felt

very worried about going into shops, even if they wear a mask. Other people haven't been very bothered about COVID-19. We all respond to risk differently but how we respond to it may affect the way that we behave.

In the image below, think about how you feel about COVID-19, what do you notice;

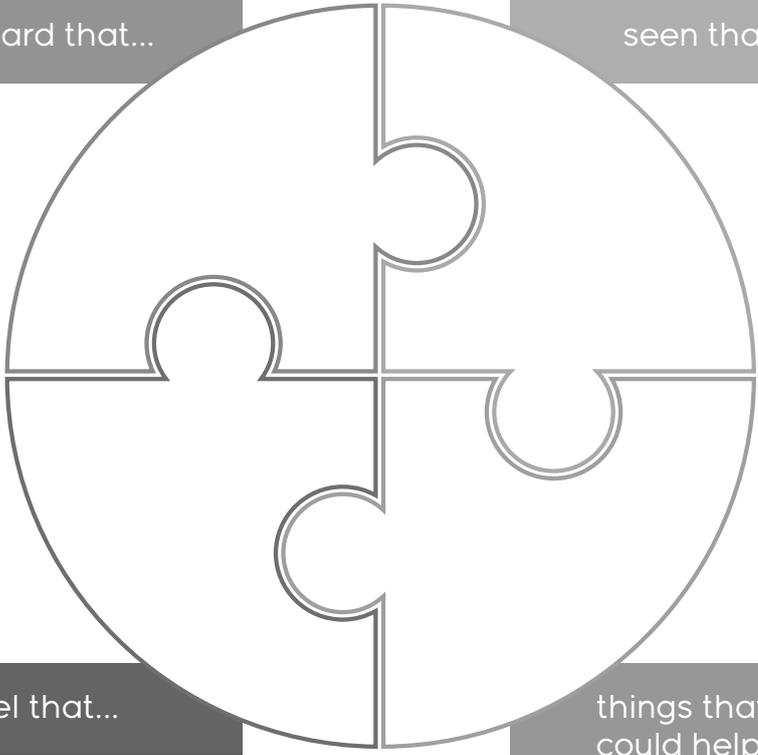
 See	 Hear	 Feel
--	--	--

Then think about what you think might help you feel confident in school. You may wish to share this with a teacher or parent/carer so they understand how you feel. You may wish to complete the image opposite and share with an adult you trust.

When I think about returning to school and COVID-19 I want people to help me explore what I am worried about, when I feel these worries and how they affect me.

When I think of COVID-19 I have;

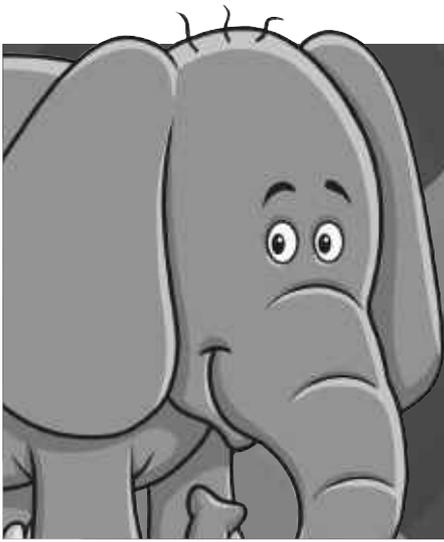
heard that... seen that...



feel that... things that could help me feel safe



Mouse fact
 A male mouse is called a 'buck' and a female is called a 'doe'



Anxiety Detective

Who is this resource aimed for?

This is a resource for children with high perception of threat from COVID-19

Anxiety is what happens when we think we are under threat. We might feel like our heart is beating too fast, we might sweat, our mouths may become dry or the feeling of 'butterflies' in our tummy. How we respond to feelings of anxiety depends on lots of things including:

- Have we experienced this threat before?
- If we have time to process and think about the threat
- If we are able to talk/express how we feel to those that we feel safe with

Sometimes we might have a thought, a difficult feeling where there is much evidence that it will happen, we might predict what is going to happen in the future. Being an anxiety detective is about trying to find out if there is evidence for our thought! We are asking ourselves; is it true?



Anxious thought

I am going to fail my exams because I am stupid



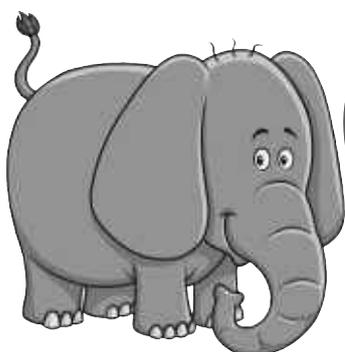
The shortcut

Guessing what is going to happen



A more helpful thought

If I make a mistake that is okay



Elephant fact
Elephants are the largest living land animal

continued overleaf



Narrative (self and identity)

Who is this resource aimed for?

This is a universal resource. This means it is aimed for all children as it is likely to be helpful for children whatever the outcome of their answers on The Hub. It is specifically for children to think about their own narrative (themselves and their identity) and may be particularly beneficial for children who have a low self-perception in themselves

What is self-esteem?

Self-esteem is how you feel about yourself. How you see yourself is influenced by others, your environment and the things you were told/thought about as you grow-up.

In this activity you may work with children that are at key stages of transition; they may be in a new class, new bubble or new school. The purpose is to help children define themselves in a positive way.

Each child says their name with an adjective to describe themselves. The adjective has to be positive such as; clever Claire or sophisticated Simon. The teacher begins this by using an adjective to describe themselves. Develop this with reaffirming other children's names with other children introducing one another in the same vein of using a positive adjective.

Some children may find it more difficult to be able to find adjectives to describe themselves in a positive way. Depending on the age and stage of your group you may wish to use some examples opposite to display or to use as examples.



Bat fact

Bats hang upside down because they can not stand upright



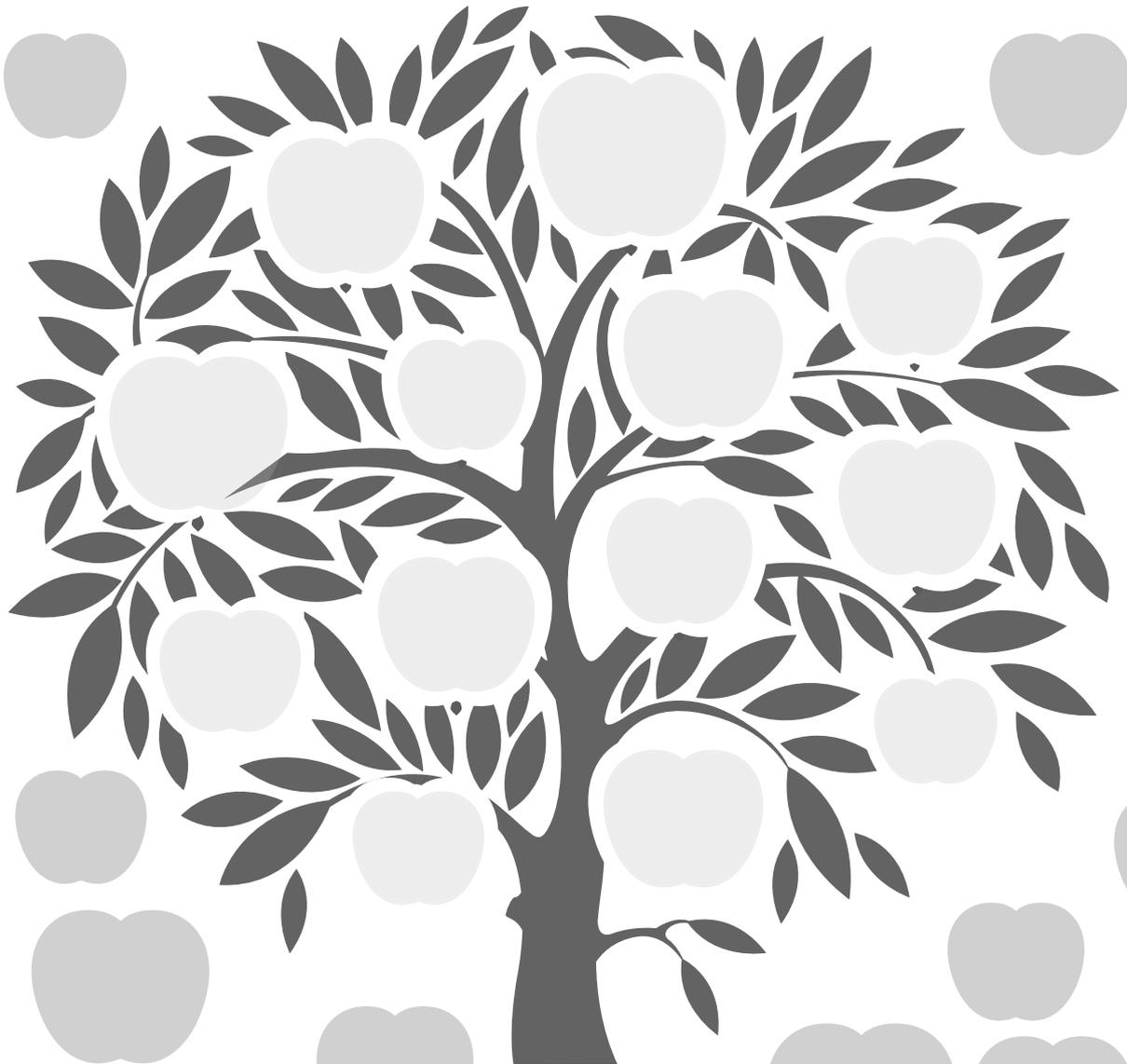


Blooming Trees

Who is this resource aimed for?

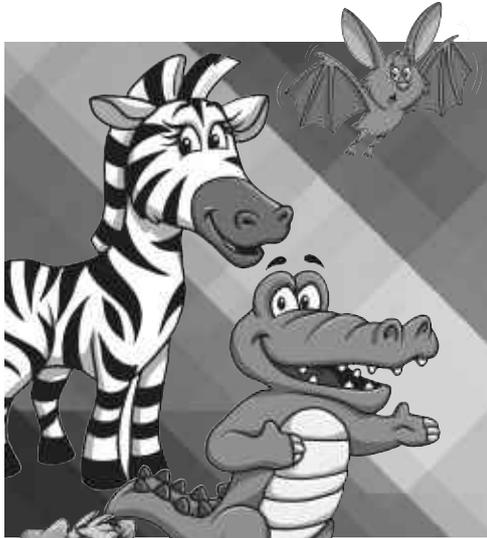
This is a universal resource for children exploring their achievements in the engagement and achievement section of the Reintroduction Hub.

Achievements don't have to just be about what you learn in class. They can include the things you do outside school, how you may have helped another person, the environment or an animal. In the apples below write some things that you have achieved in the last week and stick them on the tree above. If one of your friends is finding it difficult then perhaps share something you've noticed they've done well. You can stick this tree in your book or on your wall and keep added to it as you achieve more and more!



Panda fact

The diet of a panda is made up almost entirely of bamboo



How can I be a good friend?



Who is this resource aimed for?

This is for any child working from the friendship part of the Reintroduction Hub



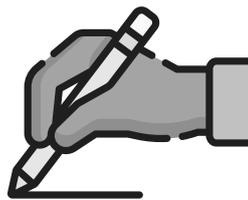
What things do you think a good friend would do?

Read the sentences below and decide which one a good friend would do.

Laugh if I trip over	Help me up if I fall	Do my homework for me
Help me with my reading	Tell a grown-up a lie to stop me getting into trouble	Invite me to play a game
Take something from my bag without asking	Lend me a pencil if I have forgotten mine	Tell me I can't play with them



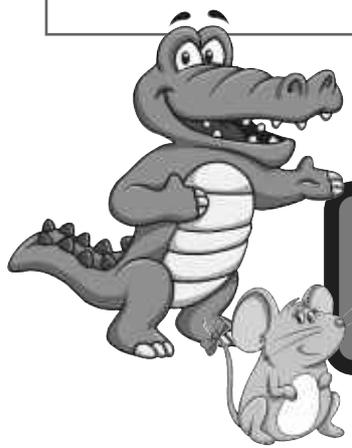
Can you give an example of how you were a good friend?



We have written some ideas to help you.

Write a way you can try and be a good friend in the next few days;

- I was patient with a friend
- I helped a friend when they needed
-
-
-
-



Crosby the Crocodile sometimes finds it difficult to share things. What advice would you give him?

It can be hard to share, but I can help!

Try...

.....

.....

.....

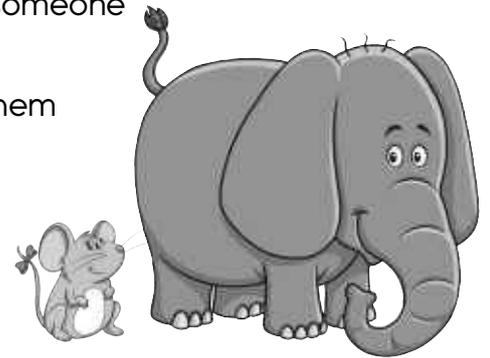
What makes a good friend?

Who is this resource aimed for?

This is a resource for all children who are interested in friendship

Being a good friend might mean that you feel;

- 1) Happy spending time with someone
- 2) Safe with them
- 3) Enjoy doing activities with them



Imagine friendship was like making a cake and you need ingredients to make a good friend. What do you think are the essential ingredients. The things you have to have in your friendship cake to make it rise!



Choose one of the ingredients and say how you might show that quality in your friendships.



Plotting friendship groups

Who is this resource aimed for?

This resource is for primary school children who have a good friend but they would like to make more.

We meet friends in different places; at school, at home, other people's home or clubs/activities that we might go to. COVID-19 has meant that it might be really difficult to see friends as often as we wanted. We might have had to change how we play with them so we don't get very close to them physically. Think about ways you could spend time with your friends in each circle even if you can't see them face-to-face!

I play with
at a club
or activity

Friends I play with
every day

I see them
sometimes
and enjoy
playing with
them

Zebra fact
A herd of
zebras is
known as a
zeal or dazzle



In the bubbles; write down the names of your friends and how you might stay in contact with them even if you don't see them!



How do I make friends?

Who is this resource aimed for?

for children that might have a friend but would like to find out how to make more good friends

Making friends can be difficult for lots of reasons! Some children may be very shy and not want to say hello, other children might be worried about looking silly. Have a look at some of the common worries opposite:

Worry sentences:

They won't like me

We won't have anything to talk about

I will have to play with them all the time

Write some of your own ideas here about why it might be difficult to make friends

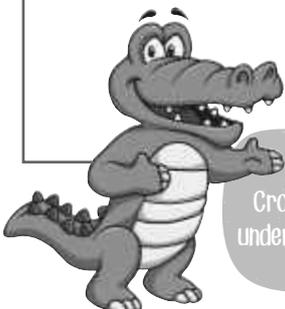
I won't be able to do things by myself

Next to each of the worry sentences;

Put a little ✘ if you never feel like that, a ✔ if you always feel like that and a ? if you sometimes feel like that!

Then choose the statements with a ✔ and think of your own plan to help you. An example has been given below;

My worry	One thing that could help my worry	Who could help me?	How will I know if it has worked?
<i>That they won't like me</i>	<i>Share with them something that I am good at</i>	<i>My dad, he is really good at baking so I could ask him to help me!</i>	<i>They might talk about things that interest them. They might talk about how they like the same thing</i>



Crocodile fact
Crocodiles can hold their breath underwater for more than an hour



Anger Body Map

Who is this resource aimed for?

This resource is for children to find it difficult to explain how they are feeling

When a person feels scared or worried, they might also feel angry. It goes back to evolution; that in order to stay alive we might have to run away, or hide or fight. Sometimes, we think we need to fight to keep ourselves safe.

Your body prepares itself to fight by the release of adrenaline in our bodies. This can make us; feel hot, go red or have funny feeling in our tummies. Look at the outline of the body below and write down things that happens with your body when you are angry.



My pupils get really wide

Badger fact

The word badger is said to derive from the French 'bêcheur' meaning 'digger'





Understanding your own behaviour

Who is this resource aimed for?

This resource is for children that find it difficult to say how they are feeling.

We all feel angry at times. We might show our anger in ways that could hurt other children or grown-ups. It is important that everyone feels safe and comfortable at school. Some children when they are angry or scared might try and hurt themselves or other children or grown-ups. They might hide under a table or try and leave the classroom.

We might say things like;



It is more difficult to say things like 'I feel angry because Lucy took my pencil' but it is good to practice because then a grown-up (or another child) can make things right again. Using the picture below think about how your body and mind feels when you are **feeling calm** and **feeling angry**. In the middle is when you are not calm and not angry but somewhere in the middle!

Feeling calm	
Feeling angry	
In the middle	

Dog fact
Dogs have a superior sense of smell and which is about 1 million times stronger than that of humans





Calming Down

Who is this resource aimed for?

This resource is for children to find it difficult to explain how they are feeling.

When we are feeling angry we may do or say things that could upset or hurt other people. It is important that we try and make sure everyone feels safe even if we feel angry. Becoming calm is really important and everyone calms down in different ways.

Frankie our Phoenix sometimes thinks about things that have happened at home and is still angry when he gets to school. He has found that the following things help him feel better. Do any of these things help you feel better?



Write down the things that upset you or draw a picture to try and explain



Playing with a friend or someone you feel safe with



Going outside and concentrating on your breathing



Doing something that you enjoy such as painting

Can you draw Frankie doing something that might also help you calm down when you are feeling angry?



Mouse fact
Mice tails can grow as long as their bodies



Tools to help me tell others how I feel

Who is this resource aimed for?

This resource is for children to find it difficult to explain how they are feeling.

When we are feeling angry we may do or say things that could upset or hurt other people. Finding out the things that make us angry and telling other people how we might react could help you and other people safe.

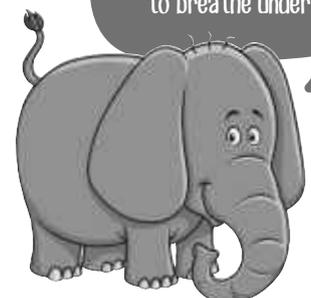
Things that make me angry are:



When I am feeling angry I might:

Things that help me when I am angry are:

Elephant fact
Elephants can use their trunks to breathe underwater





Showing how you feel

Who is this resource aimed for?

This resource is to help children think about how others show their feelings. It can be used universally but may be especially helpful for children who aren't sure how other children are feeling and want to find out more!

Understanding how others feel can be complicated! In Gibraltar they have monkeys called Barbary Macaques that live on the a big hill. As people don't share the same body language there is a poster on the hill that explains what the monkey's facial expressions mean. The other monkeys understand but humans need to be told.

Some people might say how they feel, other times they might hide how they feel or not have the words to be able to explain it. Have a look at the different emotions below:



Draw your own poster which tells the monkeys how people show them feeling **happy, sad, angry** and **excited**. Can you think of other emotions that the Barbary Macaque should find out about?



Bat fact
Most bats feed on insects, while others eat fruit, fish or even blood!

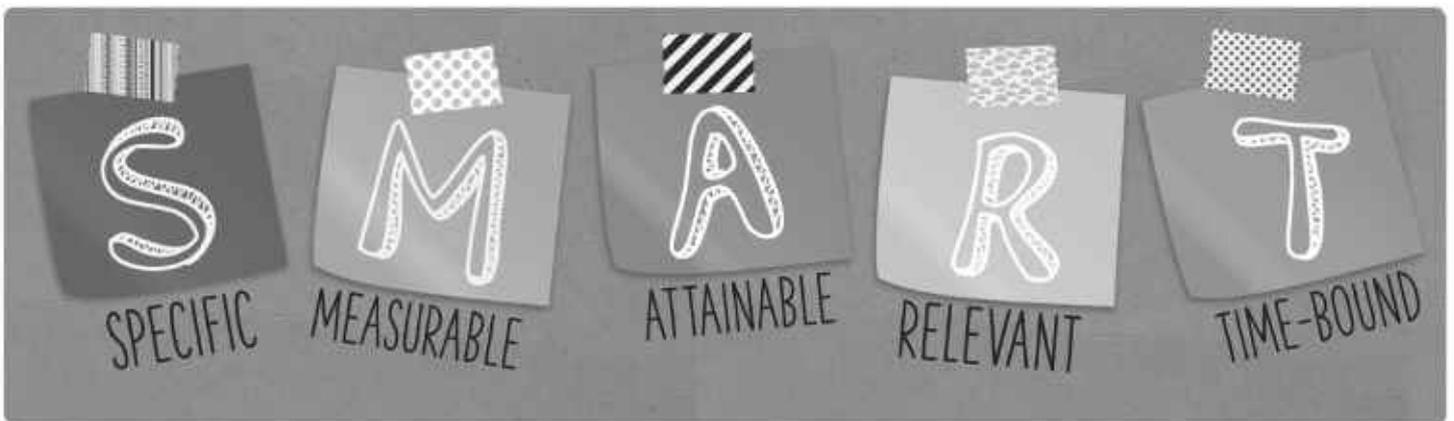


My goals

Who is this resource aimed for?

This and engagement part of the Reintroduction Hub is a universal resource for primary school students working through the achievement.

Writing out your goals can help you identify what you want to achieve. It can also help you remember what the goals are. The steps below are the smaller moments that could help you achieve your main overall goal. When you are writing your target, make sure that it is **SMART**



Complete the table;

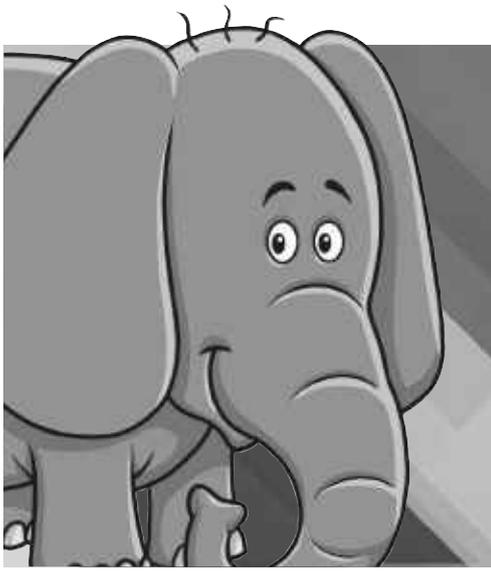
 My goal	I will
Step 1	
Step 2	
Step 3	

After you have completed this, share it with a friend and check if it is **SMART**, if it isn't give advice and ideas on how to make it so.



Panda fact

The giant panda's paw has a "thumb" and five fingers; the "thumb" helps it to hold bamboo while eating

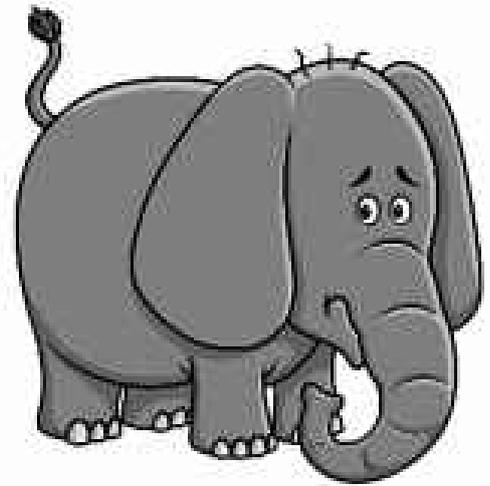


Helping Elliot the Elephant when he feels sad

Who is this resource aimed for?

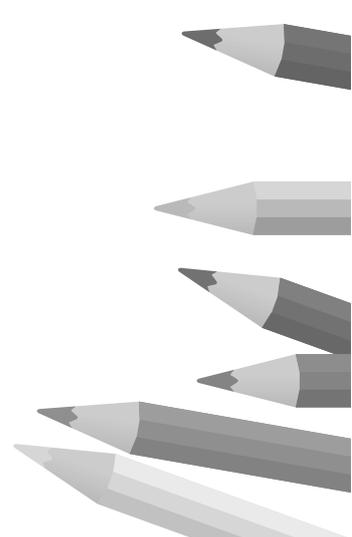
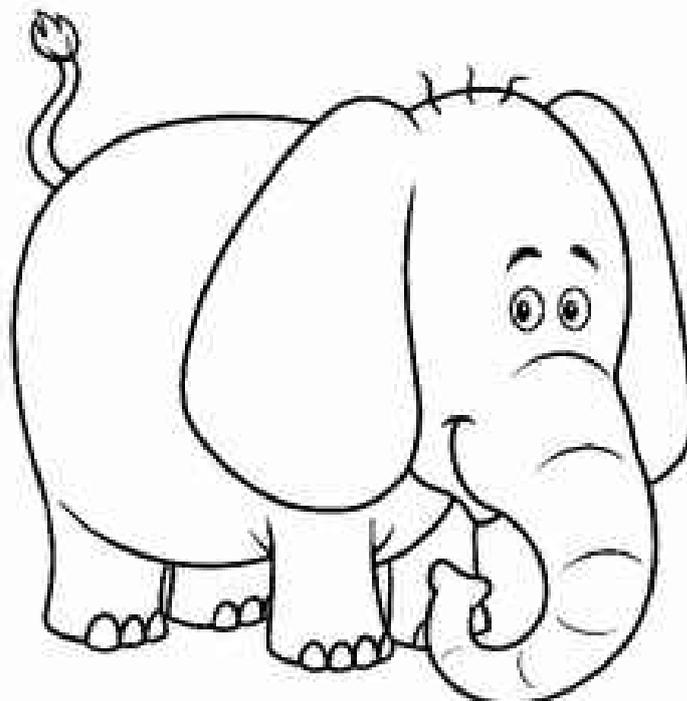
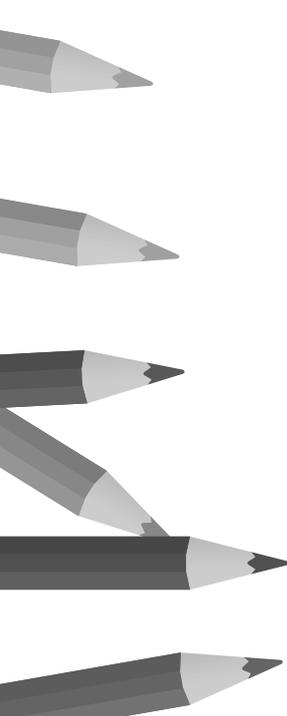
This is a primary resource that may help children who are trying to think of ways they can help other children. It can be used universally or specifically for children who find it difficult to understand the feelings of others.

Elliot is sad. You have noticed that he doesn't want to play at breaktime and is sitting on his own. He isn't talking much. You find out that he is feeling very worried about going into school in the morning and has been crying outside the gate. Think of different ways that you could help Elliot.



1.	
2.	
3.	
4.	
5.	

Sometimes when children feel sad they enjoy doing things that means they are concentrating on something else. Can you use the picture of Elliot, colour it and draw things around him to help make him happy?





My worry time

Who is this resource aimed for?

For children with a high perception of threat

You might be feeling very worried about COVID-19 due to your own personal circumstances. It is no surprise that during COVID-19 pandemic you might find that your worries are more obvious and that you are worried about your own health or the health of others around you. These feelings might be even more difficult if you had worries before the pandemic. You might find that you are aren't able to do things that you enjoy and that you are spending less time with friends and other family members.

These questions are to help you explore your worries and write down some of your thoughts. Some people recommend a worry time where you set aside 10 minutes a day to write down some worries and to talk about them. Other people like to work through their worries and really have space to explore their thinking. You can use this sheet in a way that is helpful for you!



As an example Crosby has the following worries:

What am I worried about?

- That there won't be enough of my favourite food because of the pandemic

Is it in my control?

- Partly - I can make sure that I don't just eat all of my cereal and have a smaller bowl rather than a massive one.
- Not really, I can't control the manufacturing process of the cereal

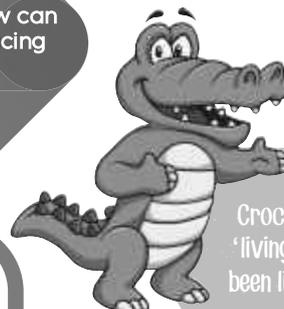
If it is in my control how can I look at ways of reducing my worry?

- I can have a smaller bowl of cereal so that it lasts longer
- Remind a grown-up when they are doing their shopping that we are running out

What am I worried about?

Is it in my control?

If it is in my control how can I look at ways of reducing my worry?



Crocodile fact

Crocodiles are sometimes called 'living fossils' because they have been living on Earth since the time of the dinosaurs



Dealing with disappointment

Who is this resource aimed for?

This resource is for children who might be finding it difficult to achieve what they are aiming for.

What is disappointment?

Disappointment is when you feel sad because you haven't achieved something, or got something that you wanted. Disappointment can feel worse when you really tried hard for something or if you really wanted something.

Have you ever felt disappointed?

.....
.....
.....



What did you do when you feel disappointed?

.....
.....
.....
.....

Badger fact

Badgers don't hibernate during the winter, but they go into a deep sleep called torpor.



What could you do to help yourself if you feel disappointed?

.....
.....
.....

Who can help you when you feel disappointed?

.....
.....
.....



Activities to enjoy

Who is this resource aimed for?

A universal resource for secondary students who are working through the identity factor in the Reintroduction Hub.

You might be feeling very worried about COVID-19 due to your own personal circumstances. It is no surprise that during COVID-19 pandemic you might find that your worries are more obvious and that you are worried about your own health or the health of others around you. These feelings might be even more difficult if you had worries before the pandemic. You might find that you aren't able to do things that you enjoy and that you are spending less time with friends and other family members.

Below are some ideas about planning for the future and helping you feel hopeful about future plans as well as exploring things that you can do at home or without others.

These are some things that you might be able to do on your own! In each column it asks if you have tried them or whether or not you would like to try them.

Activity idea	How you can do it	Have you done it before?	Did you enjoy it?	Will you try this?
Painting rocks 	You find large stones and paint them! You can paint them in any way you want. You might have a logo you like, or can make them look like a ladybird or write a positive message on them.			
Still life drawing 	Collect some bits around your house, these can be a bottle, cup or jar or perhaps something that you have found outside like an acorn or pine cone. You might want to get a few things of interesting shapes			
Arrange a fun game online with friends 	You might play games such as Roblox or Fornite with friends, but you can also play things like online Pictionary. Set up a video conference meeting (such as Zoom) and go to https://skribbl.io/ where you can play Pictionary together online. It is free and you can chat with friends.			



Activities to enjoy

Activity idea	How you can do it	Have you done it before?	Did you enjoy it?	Will you try this?
<p data-bbox="97 528 296 622">Writing a letter to a friend or family member</p> 	<p data-bbox="328 528 735 1003">You might be missing people that you have not been able to see. They might live in another country, or far away. Writing a letter is a lovely way of reminding someone else that you are thinking of them. You don't have to write lots, you could draw a picture, you can tell them what you have been doing, or even that you are bored and haven't been doing much! All you need is a piece of paper, an envelope and a stamp!</p>			
<p data-bbox="97 1070 296 1126">Write your own ideas here!</p>				



Dog fact

A dog's nose is the equivalent of a human fingerprint, each being completely unique



When someone else needs help

Who is this resource aimed for?

This is a useful resource for those who may find it difficult to understand the emotion of others but also to be used universal for a children who just want to explore the feelings of others.



- Crosby's dad is not well.
- He is in hospital at the moment.
- Crosby has had a day off school to see his dad but now is back at school.
- Write down the things you might notice about how Crosby is behaving.

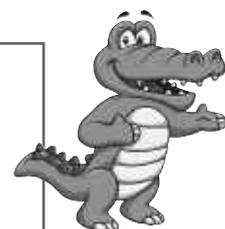
Now think about the reasons why Crosby might be feeling this way

Circle the different **feelings** that Crosby could be feeling that might be a reason why he is behaving this way at school.

sad happy worried angry
 disappointed confused cheerful
 embarrassed excited proud
 nervous



What advice would you give Crosby to help him?



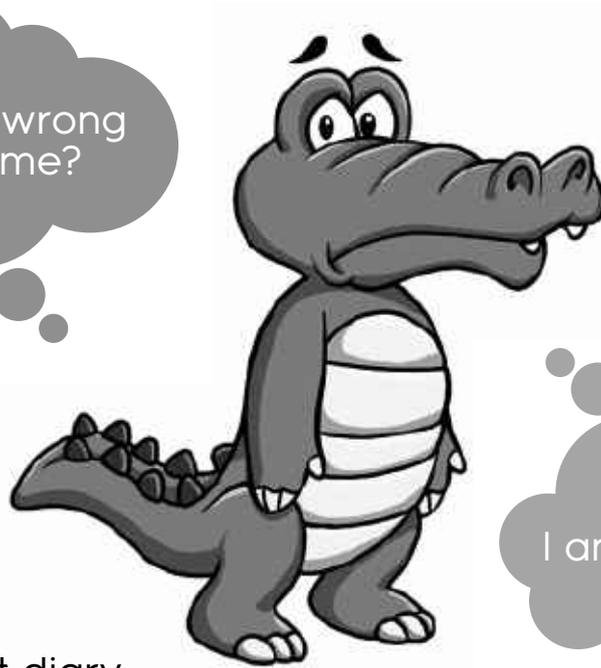


Challenging my own thoughts

Who is this resource aimed for?

This is a primary resource that may not feel very confident and may low self esteem

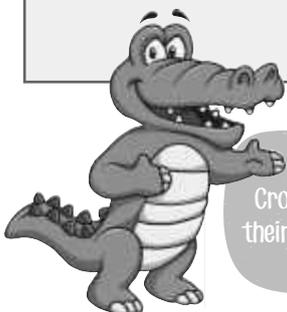
Some people have automatic negative thoughts about themselves. These are ideas, images or thoughts that pop into their head. Have a look at Crosby who often has negative self-thoughts.



Challenging these thoughts can be very difficult and you have to first notice these thoughts when they pop into your head. One thing that may help is keeping your own automatic thought diary.

My automatic thought diary

My thought	What I was doing	What could be a different thought?
I can't do this	My teacher told me to do my maths	This might be difficult but I am going to ask for help



Crocodile fact
Crocodiles release heat through their mouths rather than through sweat glands

What are the qualities of a good friend?

Who is this resource aimed for?

This resource is aimed towards secondary students who are interested in friendship and how to maintain positive relationships

Friendships are often complicated and sometimes people may disagree. Sometimes friendships end because people drift apart and they may not want to spend time with one another. Maintaining friendships and relationships has been particularly hard during COVID-19 as there has been less opportunities to spend time with one another, and perhaps do the activities that were shared interests.

Have a look at the statements below and decide whether you;



- Believe it is a vital part of friendship
- That you may disagree but could still be friends
- That it would mean you couldn't be friends with that person

Have the same religious beliefs	Have the same political beliefs	Enjoy the same hobbies
Like the same people	Able to spend time together outside (such a to the park or going for a walk)	Enjoy playing computer games together
Not get bored with each other	Always have something to say to one another	Be able to enjoy the same food
Enjoy the same subjects at school	Have a similar upbringing	Able to spend time together watching TV

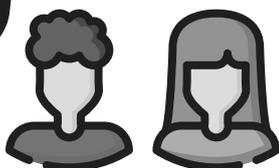
Can you think of your own examples of things that is a vital part of your friendships?

--	--	--

Think of the things above that have been affected by COVID-19.

What things were affected by COVID-19?

How did you manage your friendships during COVID-19?



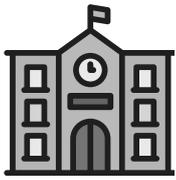
Empty space for writing responses.

Managing change in friendships

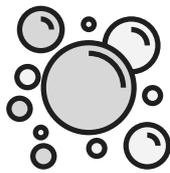
Who is this resource aimed for?

This is for secondary school students who have had a lot of change in their relationships.

People may have a change in friendship groups for lots of reasons. Circle the ones that you have experienced directly;



Moving school



Changing bubbles



Being excluded from school



Moving to another area



Moving from another country



Arguments with a friend



Being unwell and not attending school

Think about your own reasons that may have led to a change in friendships;

When there is a change in friendships you might feel;

- Lonely
- Isolated or
- Excluded

Other times you might feel;

- Relieved
- Excited or
- Indifferent

Sometimes friendships can improve and get better and other times they drift apart. In managing these changes you may wish to;

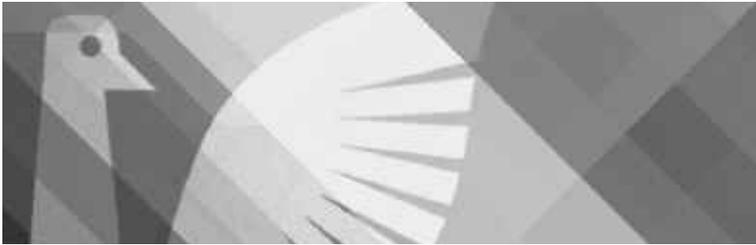
Talk to your friend You might feel comfortable letting them know how you feel, they could be feeling the same and be relieved that you have brought it up.

Take some time If the change in friendship means that you are feeling worried or anxious, it might be that having a bit of space from one another could be a good thing. You might want to focus on existing friendships

Express your feelings you might want to write down your feelings in a diary, journaling, writing poetry or drawing. Having an outlet to express how you feel can

Talk to someone else You might be feeling very low and feel the need to talk to someone else about you feel. You could speak to a trusted adult such as a parent or someone from school. It may be that you are finding things very difficult emotionally and you might want to seek extra help from a professional such as your GP.

continued overleaf



Managing change in friendships

What is your own action plan to manage a change in friendships?

How I feel	What I am going to do?	Who might help me?	How do I know if it has worked?
<i>Angry</i>	<i>Take some time to play computer games on my own</i>	<i>No one, I can do this on my own</i>	<i>I might feel more relaxed afterwards</i>

childline
 ONLINE, ON THE PHONE, ANYTIME
 childline.org.uk | 0800 1111

Recognising difficult relationships and how to seek help

difficult

harmful



Have a look at the ideas below and think what might be difficult and what you would consider harmful. You can organise your thoughts in whatever way you think would be helpful. You could colour code them, or put a D or an H or discuss with a friend or trusted adult.

You are made to feel guilty for seeing other friends	You are called names	You are physically hurt in anyway (pinched, punched, slapped)	You are asked to do something which is against the law
You are told that you can't go to a certain place or area	You have different political views that means you often disagree with one another	You are told that you shouldn't be doing something that is unsafe/harmful to you	You are asked to do something which you don't feel comfortable doing (such as drink alcohol or have sex)
You are worried that what you may say is wrong	They ask you to hide something so that a teacher or adult won't find out	You are worried that they may disagree with what you say	They ask you to carry/hold something but won't tell you what it is
You are told what to wear or what type of make up to wear	You aren't sure if when you see your friend if they are going to be angry with you	They tell you that you shouldn't be hanging around with someone who is doing things that are illegal	They follow you or find out where you are and what you are doing (such as a tracker on your phone or checking up on your social media accounts)
They threaten to break up with you if you don't do what you ask	Stops you from getting the things you need (medication, going to school etc)	They constantly message you and get angry if you don't reply	They stop talking to you when you disagree
<p>If you read this and you think that you might be in a harmful relationship, then please speak to a trusted adult and explain what your worries are. You can also contact Childline to explain what is happening. You don't have to feel alone.</p>			<p>childline <small>ONLINE, ON THE PHONE, ANYTIME childline.org.uk 0800 1111</small></p>

If you find out a friend is having these experiences, what would you advise them and who could they contact for help?

Social media and friendships

Who is this resource aimed for?

This is a universal resource for secondary aged students but is also specifically helpful for those with a high volume of friendships.

It is not surprising that social media has changed the way that friendships have developed. In the past, friendships were often formed from face-to-face contact such as meeting in schools, neighbourhoods or community groups. Now there is also the option for people to make friends through a range of social media activities.

Social media can be really helpful, especially for people that may find it more difficult to go outside or communicate with others. It can mean that people plan what they are going to say (or type) and can

meet people with a shared interest that they may not be able to meet otherwise.

Different social media have different advantages and limitations. Some may be easier to block things that you feel uncomfortable with, others you can report things that contravene (break) the rules. Sometimes people meet in person those that they have meet online.

Have a look at the statements below and make a decision which ones are a **must**, a **maybe**, and a definite **no**.



Meeting a person you have met online but not telling anyone where you are meeting	Arranging to play online with a friend	Meeting a person online and meeting them at their home to play computer games
Muting a person online because they are annoying	Using the chat function to talk to people	Blocking/mute all chat functions on games
Opening up an image that someone has sent you online	Sharing a private picture of yourself with another person online	Following someone online in every media channel and sending them messages asking where they are and what they are doing on a regular basis
Joining groups online and reading about how they wish to hurt other people	Meeting a person face to face in a public place after talking to them online	Talking about how you want to hurt another person online

Look at the decisions you have made and share with another person. Do they have the same opinion or do they disagree? ?

Here are some specific organisations that might help you if you are worried or want to find out more;

CEOP (Child Exploitation and Online Command)
<https://www.ceop.police.uk/safety-centre/>
 Childline www.childline.org.uk - 0800 1111

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

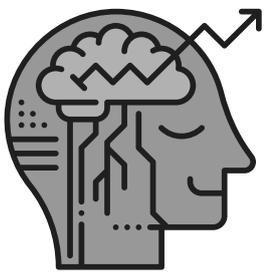
PHOENIX
 EDUCATION CONSULTANCY LIMITED

Other people's views

Who is this resource aimed for?

This is a resource for secondary school aged pupils who are working through the threat section of the Reintroduction Hub and those identified as having a high reality and low perception of threat.

Not everyone has the same perception of risk and will do try things that other people may be scared about. Think about things like bungee jumping, abseiling, or contact sports. Some people feel very confident in doing them and are not worried about the risks associated with them. Others would never try something like parachuting. It is all about how we think about risk and how we feel confident in managing that risk and whether or not we think that anything bad may happen to us.



Teenagers and their brains

Teenagers are developing and their arguments that as part of their development they are more likely to engage in risky behaviour. This is things that could harm them. However, certain people have increased risks associated with COVID-19. These are people that are clinically vulnerable, they may have physical health issues such as asthma or be recovering from cancer.

Look at the images below and add what others may be thinking in the speech bubbles.



My own SMART goal

Who is this resource aimed for?

This is a universal task for all secondary students working through the achievement and engagement section of The Reintroduction Hub.

You may have heard of SMART goals. This means:

SMART



Specific



Measurable



Achievable



Realistic



Time Bound

I want to

.....

by

.....

to do to this I will

.....

The people that could help me are

.....

.....

I will check if I am on target for my goal on

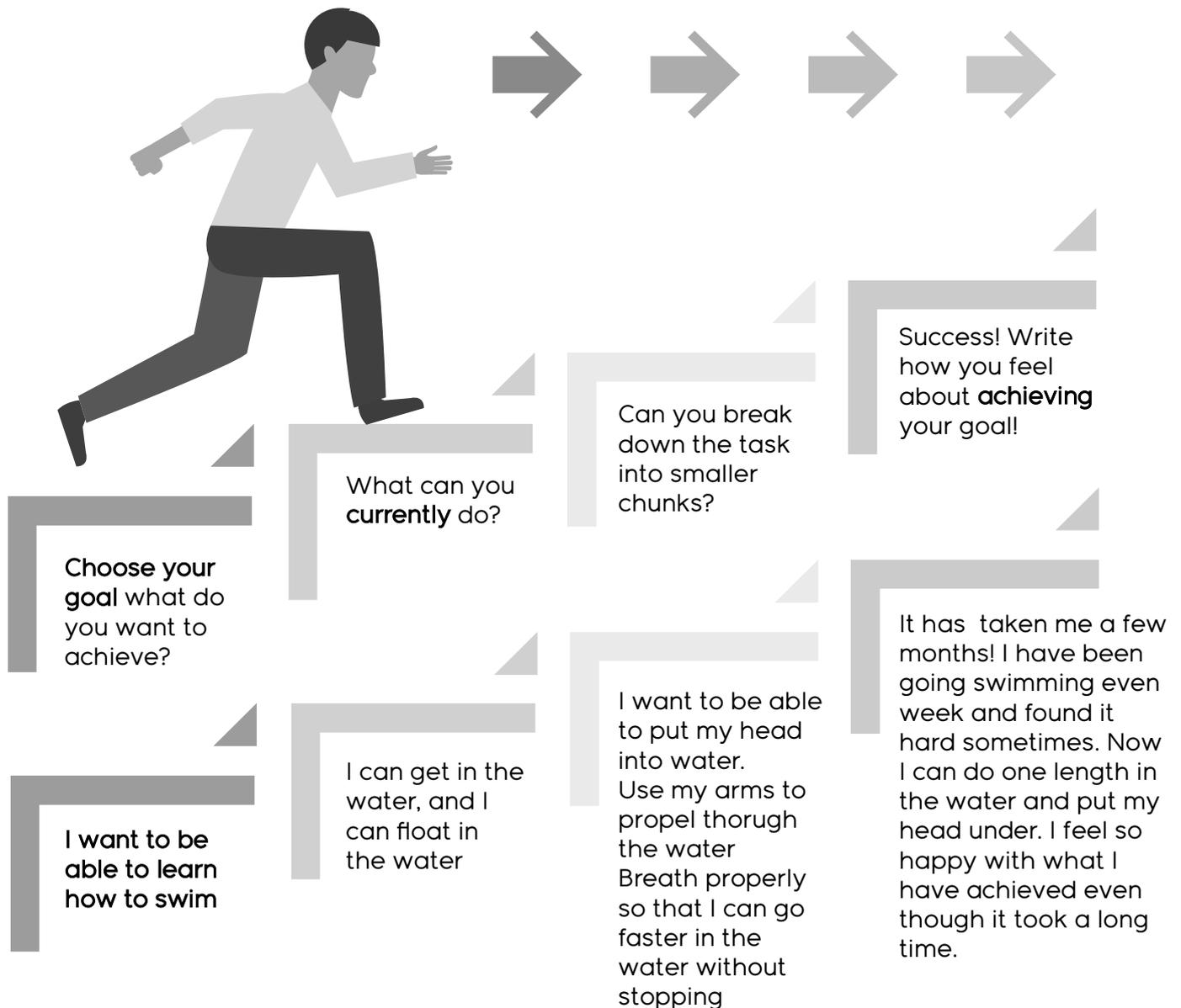
.....



Breaking down steps to success

Who is this resource aimed for?

This is a universal resource for primary and secondary students who are exploring the achievement and engagement section of the Reintroduction Hub.



Breaking down steps to success

Fill in your own steps to success!



Breaking down tasks

Who is this resource aimed for?

This activity is for primary and secondary pupils who are finding it difficult to complete work in school

Learning skills



There are different ways you can try and help yourself with work.

You can highlight important parts; who, what, when and how

You can underline them

You can write down the three main points

1.

2.

3.

You can also use this to help you consider how to complete a task.

What do you first have to do?

What do you have to do next?

How can you finish the work?



Tick which you find the most difficult?

Speak to an adult about how you can develop this skill.



- Remembering what to do
- Thinking about things to write
- Knowing what to do
- Writing things down
- Wanting to do the work

Making your own signs

Who is this resource aimed for?

This resource is for young people who may not be worried about COVID-19 and want to understand more

Have you seen the signs in shops that say 'thank you for practicing social guideline rules'? Some people may find these signs confusing.



Talking point: What do you think these signs exist? Do you think people respond to them? When you see the signs does it change your behaviour?

Using the template opposite to design your own sign to help you think about the rules and how you might share information with others.



Why do people wear masks?

Masks can be uncomfortable. You may not be used to wearing one, you might have turned eleven during the pandemic and have now been asked to wear them. The reason for wearing a mask is explained in the images opposite;



If you cough without a mask then the droplets (which you might not see) can travel further.



If you are wearing a mask and someone else coughs then whilst their droplets will still travel the same distance you may prevent some droplets from being breathed in.

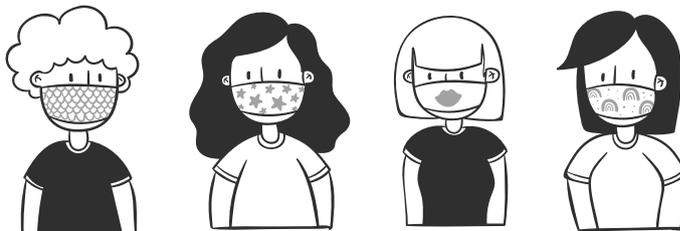


If you cough and are wearing a mask then you are likely to prevent the droplets from travelling to another person.

Making your own signs

From your answers in the Reintroduction Hub you might not understand why some people are wearing masks. You might have heard lots of information about people protesting against the use of masks. In the images below see if you can find out 5 reasons given for wearing a mask and 5 reasons for not wearing a mask. Think where you have got your information from, is it trustworthy? Is it valid information?

You might want to choose interesting or unusual fabric to make your own mask to make it a bit more fun and more representative of you. Using the template below how would you decorate the mask to show the things you like or enjoy?



Talking to people about your worries

Sometimes people have a different perception of threat and may not understand how you are not worried about getting infected yourself or passing it on to others. Opposite are different ways that people may understand the same event. How you respond to it can have a big impact on how you feel;



Seeing the bee as a threat



Understanding the bee is under threat

Being in someone else's shoes

Who is this resource aimed for?

This is a useful resource for young people who would like to understand the feeling of others and to explore this in context of language.



Have you ever heard the phrase 'being in someone else's shoes'?

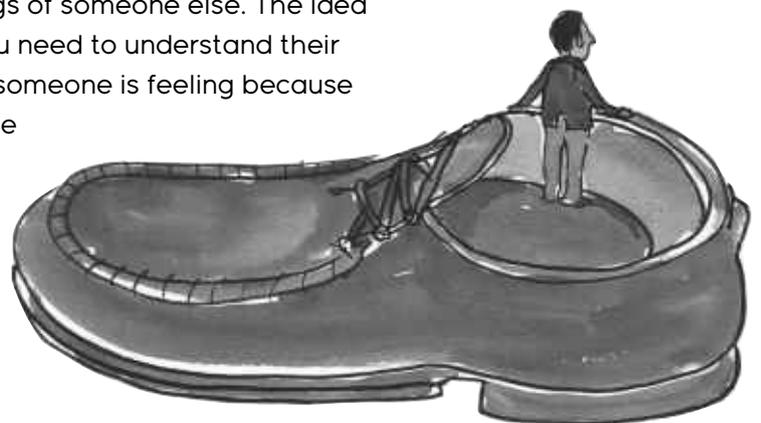
You might have heard similar sentences such as;



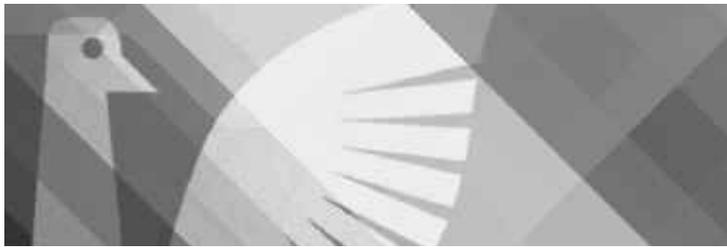
- I wouldn't want to be in Donnica's shoes when the teacher finds out she hasn't done her homework!
- "Walk a mile in my shoes before you judge me"

What do you think this means?

People use idioms, which don't make sense literally. Some people either know the context or have heard the phrase a number of times and understand it. "Being in someone else's shoes" means to empathise the feelings of someone else. The idea is that in order to understand how they are feeling you need to understand their experience. For example, you might understand how someone is feeling because you have had a similar experience to them; if someone has a cold you might think about the time you have a cold. Or if you have been worried about what a teacher has said to you, you may understand if a teacher has given another child a detention.



continued overleaf



Being in someone else's shoes

Have a look at the following situations and think if you have been in those situations. If you have put a tick in the box and then write a short sentence about how you felt in that circumstance.

Lily has forgotten her homework that she completed at home <input type="checkbox"/>	Robin has fallen over in the playground in front of a group of other children <input type="checkbox"/>	Isobella has forgotten her PE kit and the teacher last week said they would get a detention if they forget it <input type="checkbox"/>	Amelia has a really bad headache at school <input type="checkbox"/>
I think she might feel...	I think he might feel...	I think she might feel...	I think she might feel...
Pete has smelly feet and another child in the class has noticed and called him names <input type="checkbox"/>	Children are choosing which teams they want for PE, but Henry is chosen last <input type="checkbox"/>	Daniel gets 0/10 for a spelling test <input type="checkbox"/>	Jaspreet has spilled nail polish on her mum's new sofa <input type="checkbox"/>
I think he might feel...	I think he might feel...	I think he might feel...	I think she might feel...

Some different feelings that might help you think are;

sad worried upset proud frustrated
 annoyed anxious happy confused lonely
 embarrassed angry

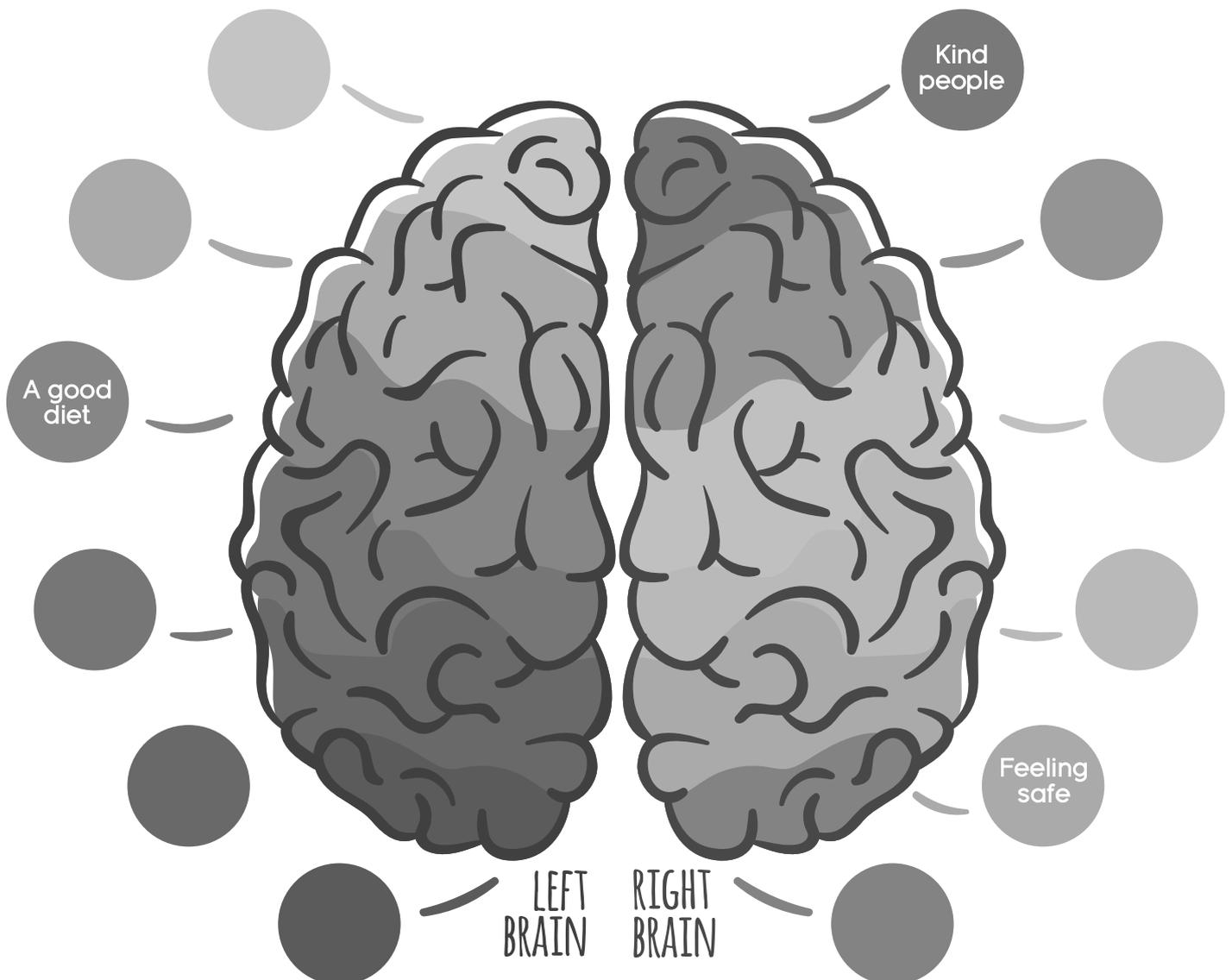
My own brain bubble

Who is this resource aimed for?

This is a resource for children and young people that may not feel very confident at school. They may have low self-esteem and wonder how they might find ways to having a positive outlook.

Our brains are complex! We understand a bit more about our brain and understand that we develop our thinking from our environment (what is around us, what is said to us and what we are exposed to), as well as genetics (from our parents) and a mixture of both things.

Have a look at the image of the brain below and think about what things you need to keep your thoughts positive and also what you need to keep your brain working well. We have put some words and ideas to help you if you can't think of anything straight away!



HUMAN BRAIN