



Following attachment friendly approaches and **Recovery Curriculum** principles:
Relationships – Community - Transparent Curriculum – Metacognition - Space

Session	Outcomes	Activities	Resources	Key Themes	Follow up Task
1	We can share our experiences of lockdown and link to our emotions.	<ul style="list-style-type: none"> Sharing purpose of group/completion of Safety Net quizze/introductions/group rules etc. Completion of pre-intervention assessment. Completion of lockdown timeline – ensure inclusion of pre and post lockdown events. Label events and emotions on group timeline and then own timelines. 	<p>Safety Net quizze for introductions prompt http://www.safetynetkids.org.uk/wp-content/uploads/2011/06/coloured-Quizze2.pdf</p> <p>Pre-intervention assessment (parent/carer version to go home for completion and return to school, staff version complete, child version complete).</p> <p>Large copy of timeline for group use – with adult’s experiences added as model</p> <p>Smaller copies of timelines for individual completion</p> <p>Emotion prompts/visuals</p>	Experiences and emotions	Children to share lockdown timelines with a family member and ask one thing that made them feel happy during lockdown.
2		<ul style="list-style-type: none"> INCRA activity to connect and regulate and sharing of follow up task. Focus on timeline post lockdown and things to look forward to. Link to emotions. Complete Hopes and Dreams activity. 	<p>INCRA (Inherently Non-Clinical Relational Activity) activity chosen by one child in group (each child to have a turn to choose INCRA activity in subsequent sessions – remember to ask child whose turn it is next session what INCRA activity they want to do at the end of this session – so that activity/resources can be prepared, e.g. colouring, card game, board game, playdoh etc.)</p> <p>Timelines completed during previous session</p> <p>Hopes and Dreams – ELSA 2017 booklet http://www.elsa-support.co.uk/wp-content/uploads/Transition-ideas.pdf</p>		Children to share things to look forward to with a family member and ask what they are looking forward to.



3	We can recognise the importance of key relationships in school and discuss thoughts about future relationships.	<ul style="list-style-type: none"> • INCRA activity to connect and regulate and sharing of follow up task. • Opportunity to bring Primary phase to a conclusion – complete selected activities from ELSA Primary School Memory Book. 	<p>INCRA activity</p> <p>ELSA Primary School Memory Book https://www.elsa-support.co.uk/downloads/primary-school-memory-book-item-367/</p>	Relationships	Children to share their most special memory of primary school with a friend/family member.
4		<ul style="list-style-type: none"> • INCRA activity to connect and regulate and sharing of follow up task. • Record video clip messages or write letters to key members of staff in primary thanking them and saying goodbye. Also include letters to staff/friends in case they haven't all returned to school before summer holidays. • Use completed letters/activities etc to create a memory box/scrap book. 	<p>INCRA activity</p> <p>iPad for recording messages/clips</p> <p>Paper, pens, boxes, scrap books, craft resources for decoration</p>		Children to send/give their letters/recorded clips to chosen staff members/friends.
5	<p>We can share worries about changing schools.</p> <p>We can share what we are looking forward to about changing schools.</p>	<ul style="list-style-type: none"> • INCRA activity to connect and regulate and sharing of follow up task. • YoungMinds 'Change Tunnel' activity • Same/different activity – what will change between primary and secondary setting, but also what might have changed within the secondary setting itself due to Covid e.g. smaller class sizes, staggered starts/breaks, social distancing etc and understanding the reason for these changes. • Explain next week's virtual meetings and make a list of group questions to ask staff/Y7 students. 	<p>INCRA activity</p> <p>YoungMinds Y6 Activities booklet – Change Tunnel activity https://youngminds.org.uk/media/2882/ym-fyf-teacher-resource-year-6.pdf</p> <p>Same/different sorting cards</p> <p>2 hoops (for sorting into physical Venn diagram)</p> <p>Camera/iPad to take photo of completed sorting and print for each child (also need to keep for session 9)</p> <p>Forward questions to secondary staff/Y7 students in preparation for next week's session</p>	Anxieties, optimism and relationships	Children to share photo of completed sorting with friend or family member.



6		<ul style="list-style-type: none"> • INCRA activity to connect and regulate and sharing of follow up task. • https://youngminds.org.uk/get-involved/campaign-with-us/beano-and-youngminds/#mandi-starts-secondary-school as discussion stimulus. • Time with key members of staff in secondary and/or virtual interviews with current Y7 students. Opportunity to ask questions (pre-prepared in last session) and hear positive messages about secondary school. • Create a positive affirmation visual card to keep in bag/pencil case in secondary (boundary object). 	<p>INCRA activity</p> <p>Pre-arrange virtual meetings – prep Y7 and secondary staff about positive focus – need to focus on things to look forward to, key support staff, positive messages etc.</p> <p>Examples of positive affirmation cards/posters https://theinspiredtreehouse.com/printable-cards-positive-affirmations-for-kids/</p> <p>Blank cards to use to create own positive affirmation cards</p>		<p>Children to record one thing each that they are looking forward to about secondary school – these will be emailed to key secondary school staff and a reply shared next session.</p>
7	<p>We can learn new strategies for calming our minds and bodies when feeling worried/anxious.</p>	<ul style="list-style-type: none"> • INCRA activity to connect and regulate and sharing of follow up task. • Complete YoungMinds Finding your Balance activity to learn how to regulate our bodies. • Watch Hampshire CAMHS make your own self-soothe box animation (YouTube link in resources). Share own self-soothe box (previously created) and explain reasoning behind items included (focusing on the senses, emotions, relationships, experiences etc). Share purpose of self soothe box and different examples of when and how to use. • Discuss and share ideas before planning individual self-soothe boxes. 	<p>INCRA activity</p> <p>YoungMinds Finding Your Balance activity - https://youngminds.org.uk/media/2908/finding-your-balance.pdf</p> <p>Hampshire CAMHS self-soothe box animation - https://www.youtube.com/watch?v=OyfgodSSdV4#action=share</p> <p>Self soothe box planning sheets (need to gather items before next session)</p> <p>Letter to parents/carers explaining self-soothe boxes and requesting items that cannot be sourced in school (send home with completed item request based on planning sheet)</p>	<p>Managing anxieties</p>	<p>Children to ask a family member/member of staff to help them to gather planned items ahead of next session (anything that school staff can't source e.g. family photos).</p>
8		<ul style="list-style-type: none"> • INCRA activity to connect and regulate and sharing of follow up task. 	<p>INCRA activity</p> <p>Items for self-soothe boxes (see plans from last session)</p>		<p>Children to take their self-soothe boxes</p>



		<ul style="list-style-type: none"> Use items planned last week and boxes to create individual self-soothe boxes. Use scenario cards to role play using self soothe boxes. 	<p>Boxes and craft resources</p> <p>Scenario cards</p>		home/to class (their choice) and use.
9	We can develop key skills that we need for changing schools.	<ul style="list-style-type: none"> INCRA activity to connect and sharing of follow up task. Link with same/different type activity as previously completed. Share completed tool box and each tool with written skill on. Explain that each of the tools have a skill written on them that we will learn together in readiness for starting secondary school [spanner – pack a bag, hammer – understand a timetable, etc]. Once we have learned a skill, each child will write on the tool and add that tool to their toolboxes. Focus on 2 skills and complete appropriate activities, e.g. <i>I can colour code a timetable for secondary. I can understand and read a timetable for secondary.</i> 	<p>INCRA activity</p> <p>Photograph of previously sorted same/different activity in session 5</p> <p>Previously completed tool box and tools with key skills written on (use template and complete prior to session as example)</p> <p>Sets of tool boxes and tools for each child (see template sheet)</p> <p>Pencils for children to write the skill on tools as complete</p> <p>Timetables, bags and books to pack, etc.</p>	Key skills	Children to choose a friend/family member of staff to teach one of the learned skills to.
10		<ul style="list-style-type: none"> INCRA activity to connect and sharing of follow up task. Recap on tool boxes and tools/skills from last session. Focus on last 2 skills and complete appropriate activities, e.g. <i>I can pack a bag for secondary using a timetable. I can plan time to do my homework for secondary.</i> 	<p>INCRA activity</p> <p>Previously completed tool box and tools with key skills written on</p> <p>Sets of tool boxes and tools for each child</p> <p>Timetables, bags and books to pack, etc.</p>		Children to choose a friend/family member to share completed tool box and learned skills with.



11	We can recognise and celebrate the skills that we have learned.	<ul style="list-style-type: none"> • Building self-esteem – complete Mirror Mirror activity - recognising strengths and link to session 1 above - how they coped during lockdown and even gained some positive experiences which will help them with this next change in their lives (secondary school). • Refer to self soothe boxes, affirmation cards, tool kits etc completed and remind how to use. • Evaluation of sessions – what I feel better about/what I am still thinking about...? Completion of post intervention assessment. 	<p>Post intervention assessment (parent/carer version to go home to complete and return, staff version complete, child version complete).</p> <p>Mirror Mirror activity in ELSA Transition Ideas 2017 pack http://www.elsa-support.co.uk/wp-content/uploads/Transition-ideas.pdf</p> <p>Previously completed resources</p> <p>Transitional objects as well-done gifts, e.g. keyring, pen etc.</p>	Summary and evaluation	Member of staff to share impact of intervention measures with parents, staff and children once all post assessment forms have been completed and scored. Also share with secondary school staff.
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