



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"> <li>Sharing transitional objects brought from home (previously requested, e.g. comforting toy/teddy) and using to sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>Share own transitional object (puppet) and share simple lockdown wheel (timeline) – ensure to focus on before and after lockdown events being the same so that children know that in the future we will be able to do these activities again.</li> <li>Label events and emotions on group wheel using children's ideas and experiences.</li> <li>Use lockdown wheel to share one thing each child is looking forward to be able to do again (from 'after' labelled events).</li> </ul>	<p>Pre-intervention assessment – child, parent/carer and staff versions</p> <p>Transitional objects from home</p> <p>Large lockdown wheel as example – previously completed – with adult's experiences and emotions added</p> <p>Large lockdown wheel for group</p> <p>Puppet</p> <p>Emotion prompts/visuals</p> <p>Photo of complete lockdown wheel – copy each to take home</p>	Experiences and emotions	Children to share lockdown wheel (photo of) with a family member and ask them one thing that made them feel happy during lockdown.



2	We can share our experiences of lockdown and link to our emotions.	<ul style="list-style-type: none"> <li>• Sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>• INCRA activity to connect and regulate and sharing of follow up task.</li> <li>• Show group lockdown wheel completed last session – use to focus on what we liked and didn't like about lockdown/what made us feel happy and what made us feel sad.</li> <li>• Use big happy and sad faces to sort printed pictures/statements about aspects of lockdown and to stimulate discussion. If children suggest own statements, add to blank strips and sort.</li> <li>• Deepen or extend discussion by adding the word 'because' to the end of each sentence. This may prompt thinking, reasoning and more complex ideas and language.</li> <li>• End session by focusing on the statements/pics under the happy face. Take photo and explain that we are going to send to some children in different year groups who are still at home – to remind them that there are things to feel happy about.</li> </ul>	<p>INCRA 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). Examples of INCRA activities are colouring, playdoh etc.</p> <p>Group lockdown wheel created last session</p> <p>Large happy and sad faces – <a href="https://www.elsa-support.co.uk/downloads/emotion-cards-emotion-posters-item-165/">https://www.elsa-support.co.uk/downloads/emotion-cards-emotion-posters-item-165/</a></p> <p>Pictures/statements about aspects of lockdown</p> <p>Blank strips of paper for children's suggested statements</p>	Experiences and emotions	<p>Children to complete Happy Visualisation activity - ELSA - <a href="https://www.elsa-support.co.uk/happy-visualisation/">https://www.elsa-support.co.uk/happy-visualisation/</a> (send photocopy home and save copy as needed for 5).</p>
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3	We can recognise what is different and the same about school.	<ul style="list-style-type: none"> <li>• Sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>• INCRA activity to connect and regulate and sharing of follow up task.</li> <li>• Use puppet to read Back to School Social Story</li> <li>• Complete same and different sorting activity using visual timetable symbols – comparing school before lockdown and now, e.g. toilets, play times, home time, friends etc.</li> </ul>	<p>INCRA activity</p> <p>Puppet</p> <p>Back to School Social Story (adapt for setting before session)</p> <p>Visual timetable symbols or download from: <a href="https://www.tes.com/teaching-resource/early-years-visual-timetable-symbols-widgit-cip2-6110418">https://www.tes.com/teaching-resource/early-years-visual-timetable-symbols-widgit-cip2-6110418</a></p> <p>Hoops for sorting</p>	Relationships and emotions	Children to take copy of Back to School Social Story home to share with family.
4	We know ways to help us to calm if we are feeling worried, angry or very sad.	<ul style="list-style-type: none"> <li>• Sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>• INCRA activity to connect and regulate and sharing of follow up task.</li> <li>• Share George's Story with children and discuss.</li> <li>• Share video clip of George asking the children to make a sensory box to help him to calm when he is feeling sad or missing his family. Explain that we will make one for George and then also make one each.</li> <li>• Make George's sensory box as group and then record a clip to send in reply to George showing him the completed sensory box.</li> </ul>	<p>INCRA activity</p> <p>ELSA Separation Anxiety Pack (for George's Story) <a href="https://www.elsa-support.co.uk/downloads/separation-anxiety-item-371/">https://www.elsa-support.co.uk/downloads/separation-anxiety-item-371/</a></p> <p>'George' video clip</p> <p>Decorated box and items based on senses to include in box - see suggestions <a href="https://www.elsa-support.co.uk/calming-basket-what-to-put-in-it/">https://www.elsa-support.co.uk/calming-basket-what-to-put-in-it/</a></p>	Emotion regulation	Children to ask family member (with support from staff) for a photo to include in their sensory boxes (needed for next session) – e.g. photo of pet, photo of family etc.



5	We know ways to help us to calm if we are feeling worried, angry or very sad.	<ul style="list-style-type: none"> <li>• Sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>• INCRA activity to connect and regulate and sharing of follow up task.</li> <li>• Show and read George's thank you card to the children – thanking them for his sensory box and explaining how he has used it to help him to calm.</li> <li>• Children to choose from selection of sensory items to put into their own sensory boxes and then complete, as well as including Happy Visualisation sheets completed in session 1.</li> </ul>	<p>INCRA activity</p> <p>'George's' thank you card to children</p> <p>Boxes and craft resources to decorate</p> <p>Selection of sensory resources for children to choose from and include in their sensory boxes – see suggestions <a href="https://www.elsa-support.co.uk/calming-basket-what-to-put-in-it/">https://www.elsa-support.co.uk/calming-basket-what-to-put-in-it/</a></p> <p>Photos from home (see follow up task from last session) to include in sensory boxes</p> <p>Completed Happy Visualisation sheets completed in session 2 follow up task</p> <p>Scenario cards for sensory box role play (for follow up task)</p>	Emotion regulation	Children to use scenario cards to role play use of sensory boxes to calm – adult to model and support.
6	We can connect with our friends and adults in different ways.	<ul style="list-style-type: none"> <li>• Sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>• INCRA activity to connect and regulate and sharing of follow up task.</li> <li>• Read Social Story – Some of our friends are in a different classroom and use Lego mini figures to show 'social distancing' and link to our class 'bubble', explaining that we cannot play with friends or adults outside of our class 'bubble' but they are still our friends.</li> <li>• Children to complete Friends Little Book choosing a friend who is not in their 'bubble' to base it on.</li> </ul>	<p>INCRA activity</p> <p>Social Story – Some of our friends are in a different classroom</p> <p>Lego mini figures – photos for ideas of how to use (for adult running session)</p> <p>Lego mini figures and props for children to explore</p> <p>Friends Little Book <a href="https://www.elsa-support.co.uk/friends-little-book/">https://www.elsa-support.co.uk/friends-little-book/</a></p>	Relationships and connection	Children to send scanned copies of completed Friends Little Book to chosen friend in different bubble/classroom – ensure not to send physical copies.



7	We can connect with our friends and adults in different ways.	<ul style="list-style-type: none"> <li>• Sing and sign (Makaton) 'Hello Song'. <a href="https://www.youtube.com/watch?v=sBBrf4gLy4c">https://www.youtube.com/watch?v=sBBrf4gLy4c</a></li> <li>• INCRA activity to connect and regulate and sharing of follow up task.</li> <li>• Remind children of chosen friend who they based their book on last session (friend not in class 'bubble'). Explain that we are going to draw/write surprise messages for them on the playground in chalk to let them know that we are thinking about them. Model example messages/drawings.</li> </ul>	<p>INCRA activity</p> <p>Chunky chalks</p>	Relationships and connection	If possible, staff working in other class 'bubble' to take photos of children finding the chalk messages on playground and email to group to share with children. Discuss how the surprise chalk messages might have made the other children feel.
8	We can recognise and celebrate the skills that we have learned.	<ul style="list-style-type: none"> <li>• Building self-esteem – present each child with their unique affirmation card as a well done for completing the sessions.</li> <li>• Refer to the activities completed and resources made and remind children how to use.</li> <li>• Evaluation of sessions – what I feel better about/what I am still thinking about...? Completion of post intervention assessment.</li> </ul>	<p>Post intervention assessment</p> <p>Superhero affirmation cards for young children - <a href="https://www.elsa-support.co.uk/downloads/affirmation-cards-for-young-children-item-229/">https://www.elsa-support.co.uk/downloads/affirmation-cards-for-young-children-item-229/</a></p> <p>Previously completed resources</p>	Summary and evaluation	Children to keep and share superhero affirmation cards with family.