

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





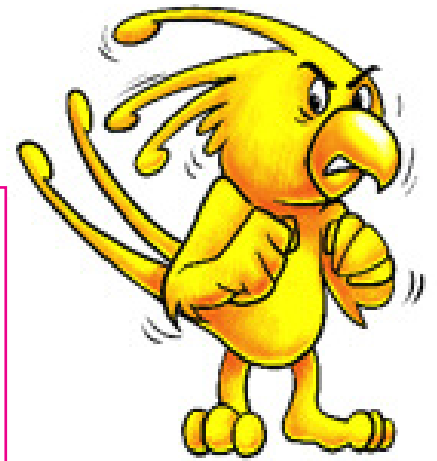
Tools to help me tell others how I feel

Who is this resource aimed for?

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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.

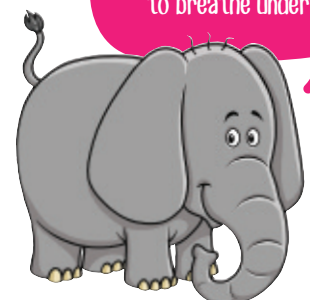
Things that make me angry are:



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





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



Building your own shield

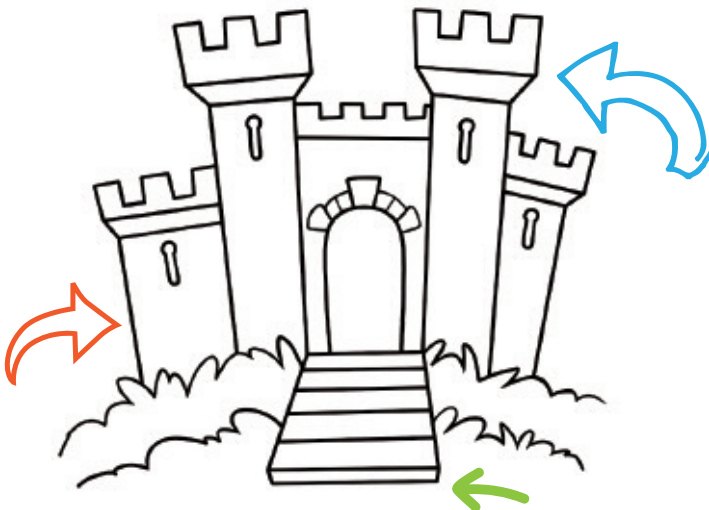
Who is this resource aimed for?

This is for children and young people who might be able to say how they feel but not sure about how they can help feel better.

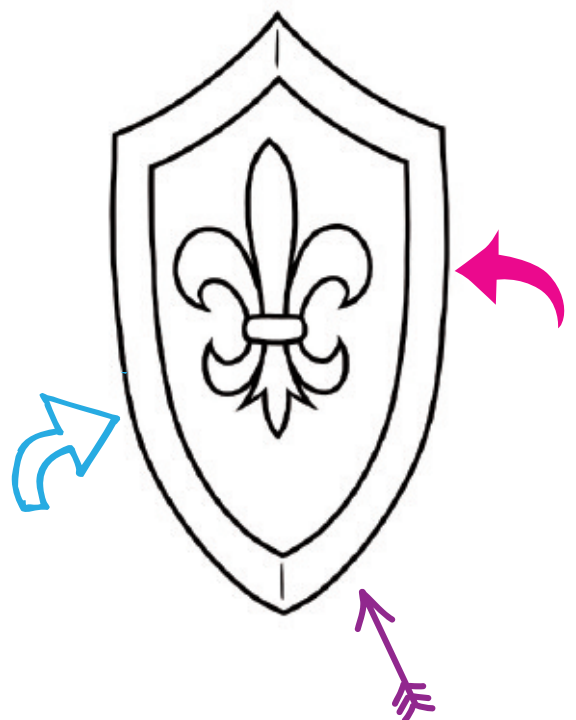
Sometimes we might feel sad or worried. You might not know the reasons why but you might know that there are certain things that you do that can help you feel better.

Some things that we do might make us feel bad afterwards. You might find that you shout at people, or that you hurt other children, or even hurt yourself. These things might, for that moment, make you feel better but are likely to make you feel worse later.

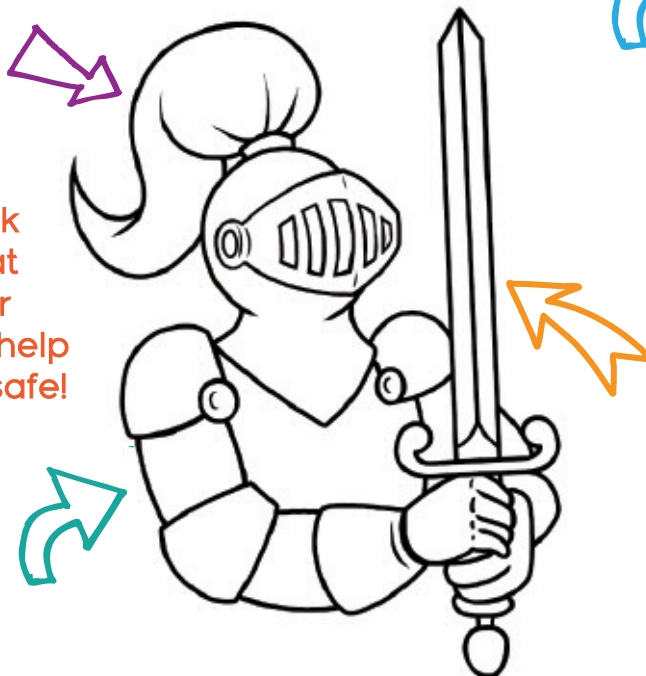
Imagine your feelings about your castle and how you want to keep your castle safe!



Think about the things that you would put on your shield to help keep yourself safe and happy without feeling bad afterwards.



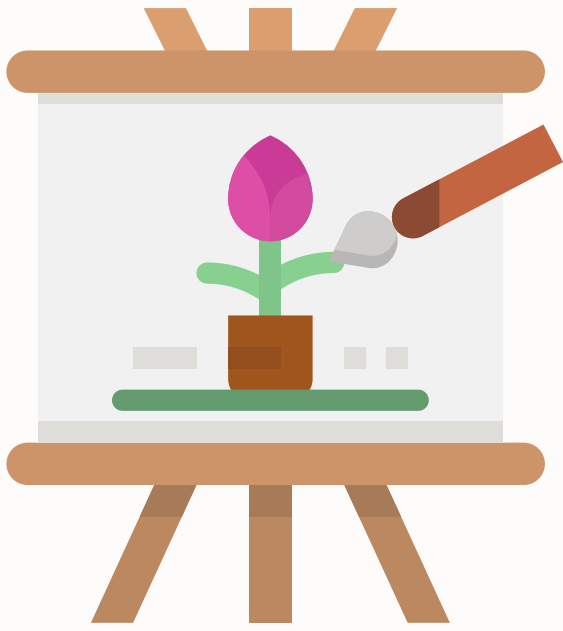
With your knight think about what bits of your character help you keep safe!



Managing anxious thoughts

Whose is this resource aimed for?

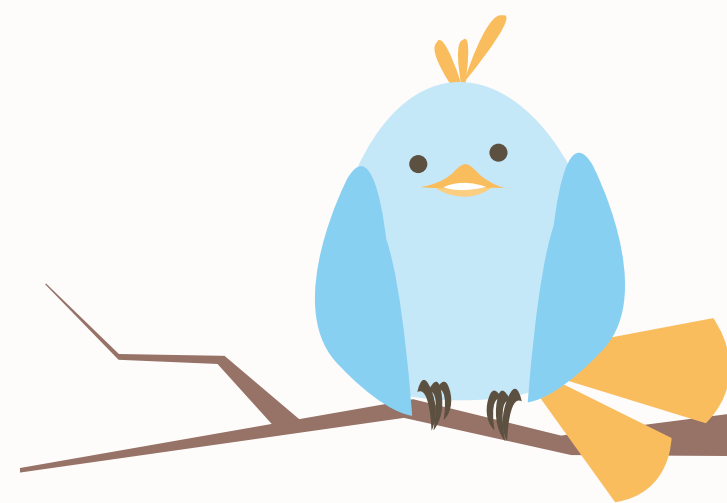
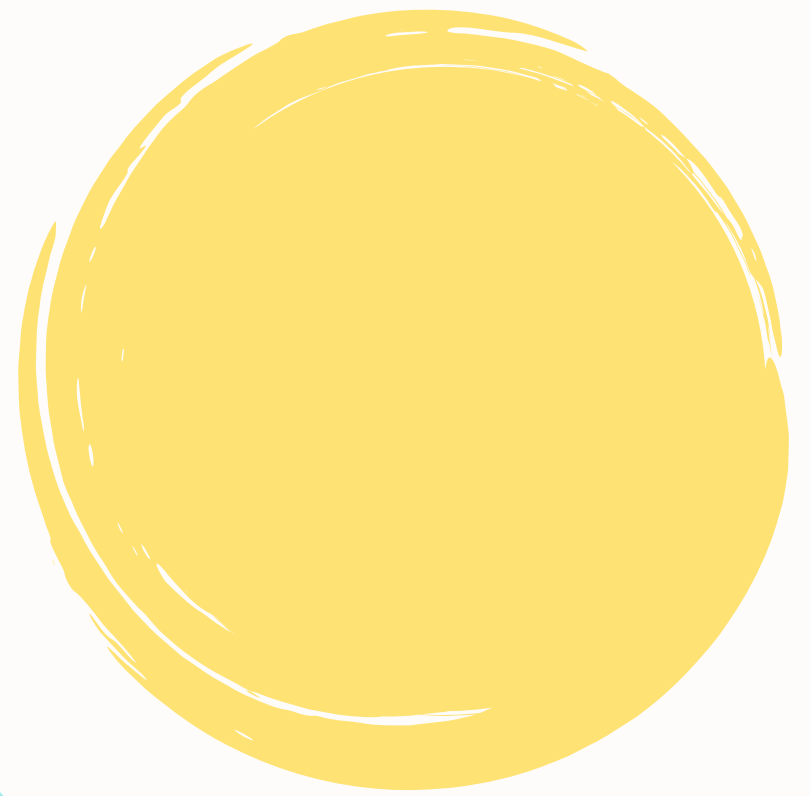
For people that might want to explore how to feel calmer when they have anxious thoughts



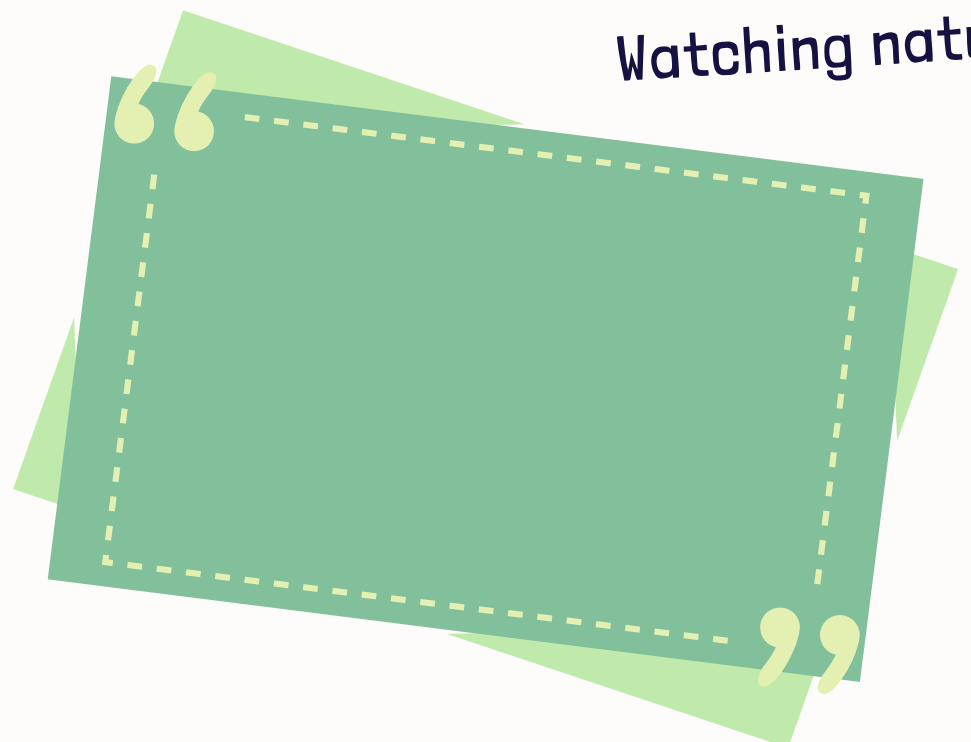
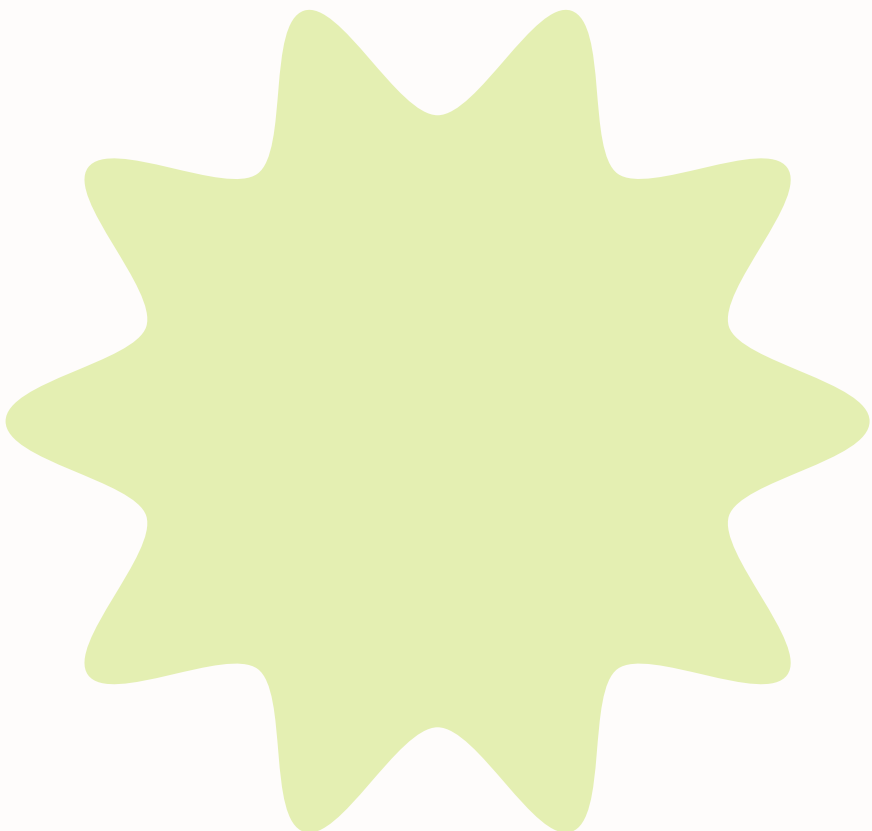
Drawing

Anxious thoughts is an over amplification of a perceived threat. Feeling worried is a good way of keeping safe but sometimes anxious thoughts can take over our lives and make things hard.

There are different ways you can manage these. We've put some ideas for you but can you think of ones that would be helpful to you.



Watching nature



Motivation diary

Who is this resource aimed for?

This is a universal resource that we think would be helpful for all children and young people to understand their motivation

What does motivation mean? Motivation is what causes you to act towards a goal. Motivation isn't something that is fixed, but changes depending on our mood, circumstances and even biological factors. This diary is to help you think of your motivation and how it may change over the week.

Your goal

How can I achieve it?

I need to

		MON	TUE	WED	THU	FRI
No motivation	0					
	1					
	2					
	4					
	5					
	6					
	7					
	8					
	9					
	Consistently motivated	10				

These are the types of questions to help you and grown-up think about what could be influencing your motivation.

- Why are you a 6 and not a 7?
- What happened on Monday that influenced your motivation?
- Do you think your steps match your motivation level?
- When you write your motivation level are you being kind to yourself?

What step did I do towards my goal?

Draw How You Feel

Who is this resource for?

This is a universal resource to help explore emotions and how it might affect us

Look at the different emotions.

Do you know what they feel like? With an adult choose an emotion that you experience often and think about how it feels on your body. For example if you are worried, does your heart beat faster? Or if you are angry your face might feel hot.

worried

proud

frustrated

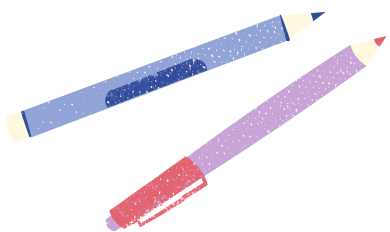
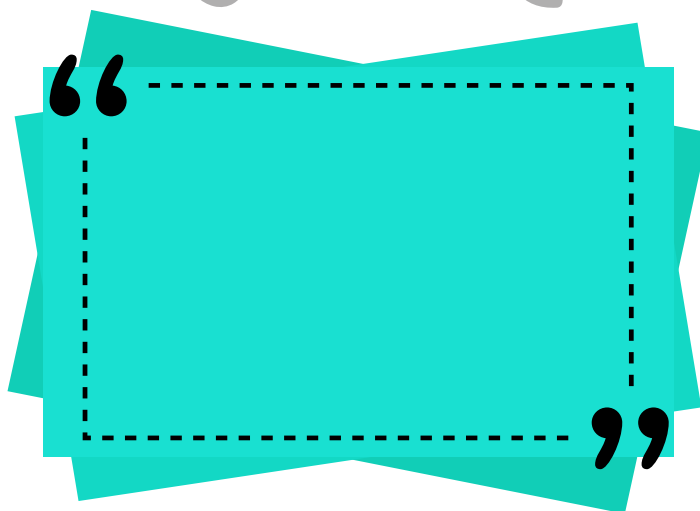
excited

happy

angry

sad

nervous



My recipe for happiness

Who is this resource for?

This resource is for those that want to explore what makes them happy and share with others

I'm happiest when I'm...

There are lots of things that might make us happy.

What ingredients would you put in your recipe to make yourself happy?

Would other people have the same ingredients?

My favourite thing to do is...

I'm really good at...

I really like it when...

If I could be any animal, I would be a...



Thinking about how I feel

Who is this resource for?

For those that want to explore how they feel and why they might be feeling that way

How do I feel?

There are lots of things that might affect how we feel. Have a think about how you feel right now. Is it happy, safe, content or is worried, annoyed or anxious?

Using these questions as a guide think about what things might help you feel happy and safe.

Is there someone I can tell how I feel?

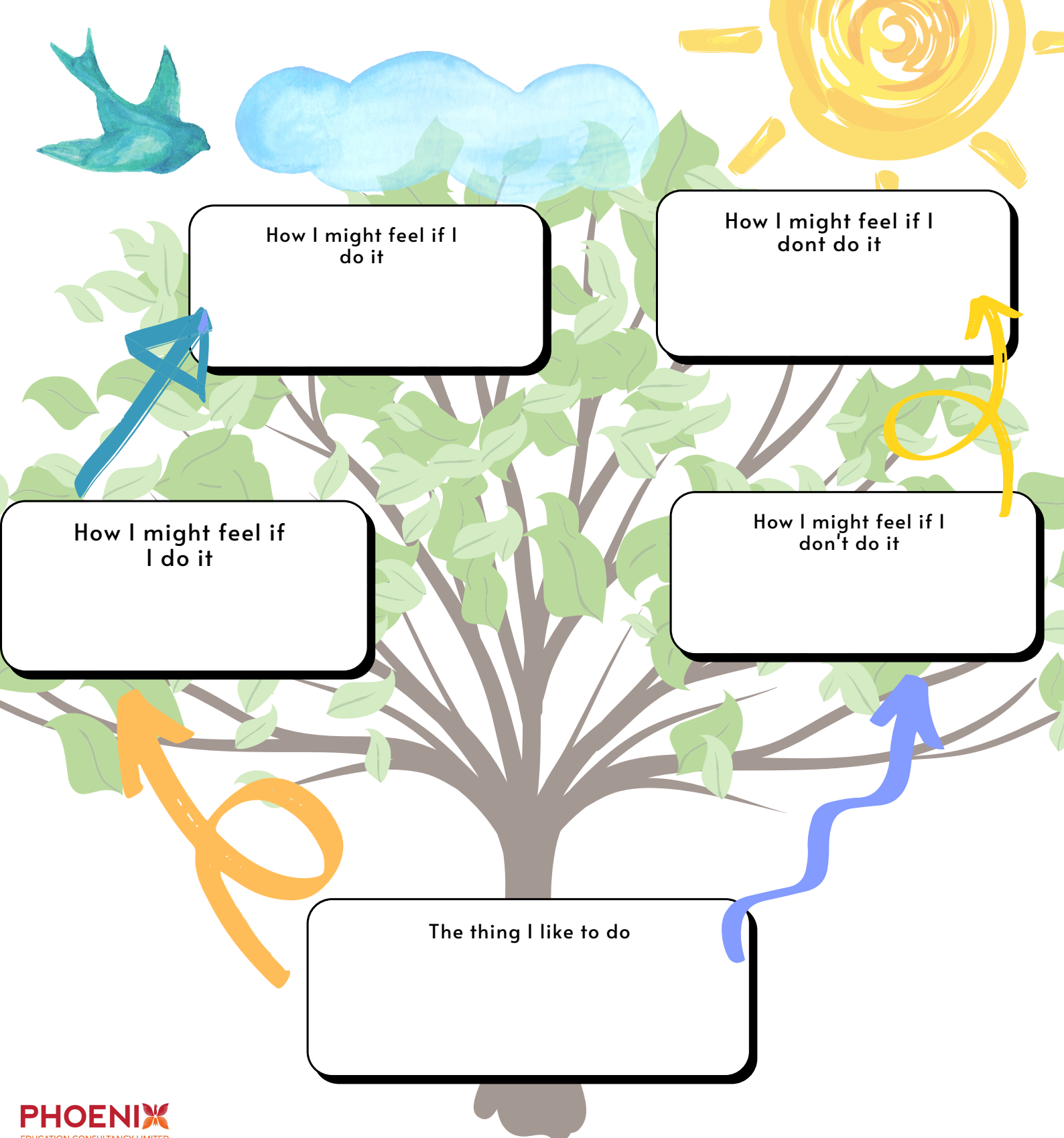
Is there a reason I could be feeling like this?

Is there something I can do to help me feel happier or safer?

How do my emotions affect what I do?

Growing my happiness

Who is this resource aimed for?
For those that want to explore how actions might connect to their feelings



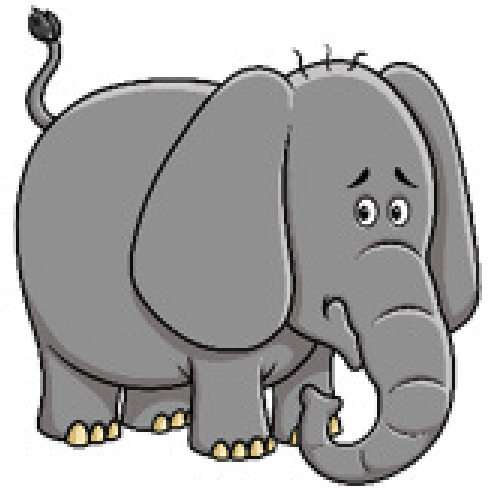


Helping Elliot the Elephant when he feels sad

Who is this resource aimed for?

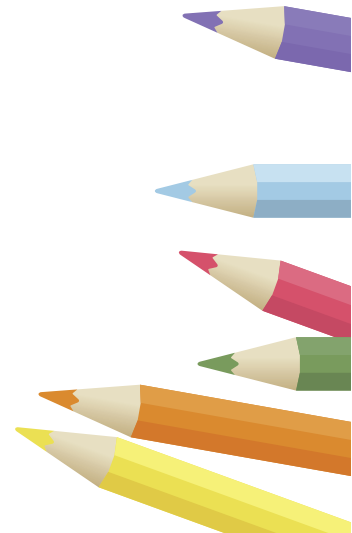
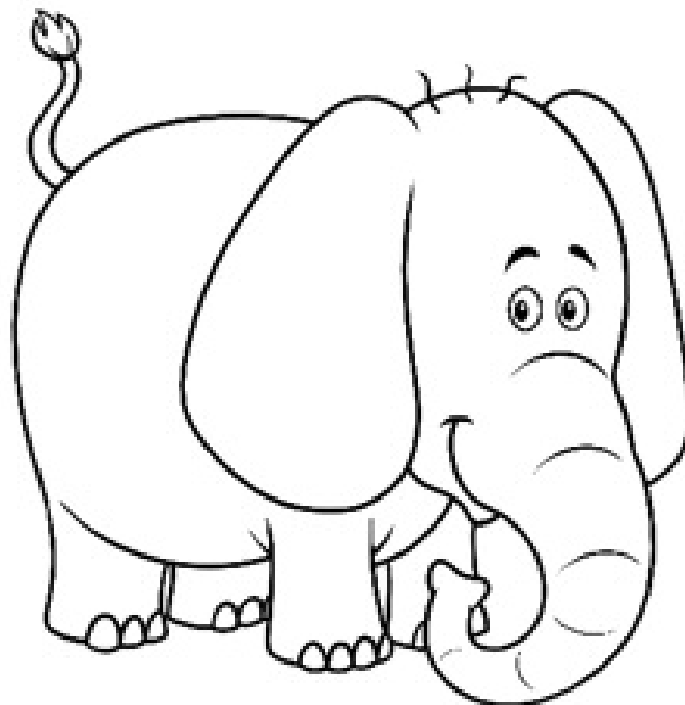
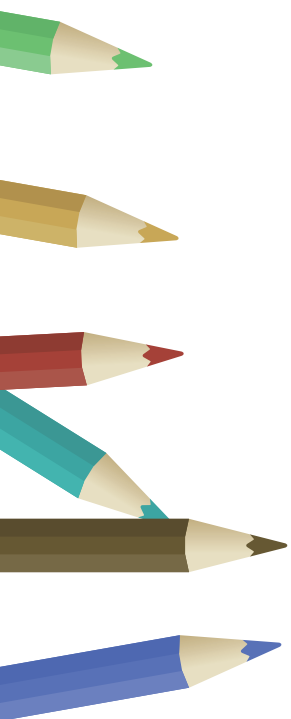
This is a primary resource that may help children who are trying to think of ways they can help other children. It can be used universally or specifically for children who find it difficult to understand the feelings of others.

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?





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?

Happy	Sad	Angry	Excited
.....



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



Dealing with disappointment

Who is this resource aimed for?

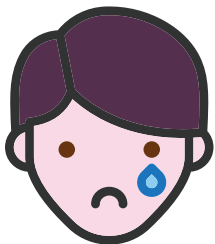
This resource is for children who might be finding it difficult to achieve what they are aiming for.

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?

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



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

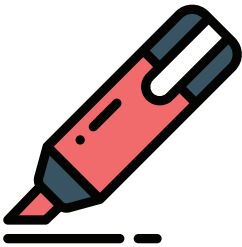
The giant panda's paw has a "thumb" and five fingers; the "thumb" helps it to hold bamboo while eating

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



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


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

.....

