

TTE and ECC

**RISK-AVERT**  
primary!

**Lesson Plan:**  
**EWS - COVID-19**  
**Adapted Lesson**  
**Plan**

**THEME:**

# MIND+BODY

Health & Well-Being

## **KEY STAGE: 1 & 2**

### **Session Overview:**

**This session introduces the concept of ‘physical feelings of worry’.**

**When we are frightened, worried or scared, our brain helps us to understand this by sending signals to our body in the hope that we listen and try to quiet our mind.**

### **Aims and objectives:**

- **For children to recognise and connect with their own feelings**
- **To understand that these feelings can help us to learn when we need to relax and speak to a trusted adult about how we are feeling**

**Session Length:** Standard Lesson

**Session Type:** Discussion Based

**Materials needed:** Whiteboard / Flipchart paper

### **Learning outcomes:**

- **Children can recognise their own feelings.**
- **Children can identify how these can help them relax or talk to someone.**

# COVID-19 – Supporting Pupils

During this unprecedented time anxiety and feelings of worry and concern will be heightened and the emotional health and well-being of everyone, whether they are ill or not, will be tested.

This is true for all of us including children and young people, especially those who are vulnerable or have pre-existing emotional or mental health difficulties.

To support our schools we have adapted some of our existing lesson plans to support any work with pupils who may still be in school.

These lesson plans and resources are those we feel are best placed to support pupils during this difficult time.

You can also send these lesson plans to parents who may be looking for resources and guidance to support work they may be completing at home with their pupils.

We remain open during the pandemic but our staff are working from home, if you need to contact us please email the office rather than phone. Please be patient as it may take us longer than normal to respond to your query.

# What are Early Warning Signs?

**1.** In this session we are going to think about Early Warning Signs and how these may feel during the COVID-19 pandemic. The purpose of the session is to help pupils recognise when they might be experiencing difficult feelings or feel unsafe and to seek support if they do experience these.

Start with the following statement:

*'Our body is always looking out for us so it will always try and warn us if we are unsafe, about to do something unsafe or we are experiencing a difficult emotion.'*

*'For example, if we start to feel our hearts beat faster, start breathing really quickly or get sweaty palms, we are probably nervous.'*

*'If we know what our early warning signs are, we can be ready for emotions we don't like, and ask for help or do something to make ourselves feel better and manage the emotion!'*

*'Remember that we all have the right to feel safe all the time and recognizing our emotions and our early warning signs can help us achieve this.'*

# Gingerbread Person Activity

2. Now ask your pupils to think about a time in which they felt safe and happy. Allow a few minutes for this and then discuss the classes answers.

3. Use the provided template at the end of the lesson plan. Ask your pupils to work on their own for this activity if using the supplied template.

Ask the children to think about how they feel when they do not feel safe. What are their 'Early warning Signs'? Record the children's ideas on the gingerbread man.

## **PROMPTS -**

- Goosebumps
- Heart beating faster
- Sweating

It can also be useful to give an example of when they may have felt like this, asking how they felt when they went on a roller-coaster can be a simple and effective way to prompt their responses for the exercise.

4. Now ask the children if there are other times when they feel any of the 'Early Warning Signs' they have recorded. Collect their ideas and feedback.

**5.** Ask your pupils about how they are feeling given the current situation and ask them where in their bodies they may be feeling this. It is likely many pupils may be experiencing anxiety presently due to the current restrictions.

This commonly will present as a feeling in our stomachs, for younger children it may feel like a tummy ache for example.

**6.** Reiterate to pupils that feeling like this in the current climate is normal, everyone is feeling anxious and worried.

The important thing to reinforce to pupils is if they feel overwhelmed by these feelings in the current climate they should seek help from adults who know and trust, if these are not appropriate for individual pupils they can contact national organisations such as ChildLine - 08001111

# Helping Hand

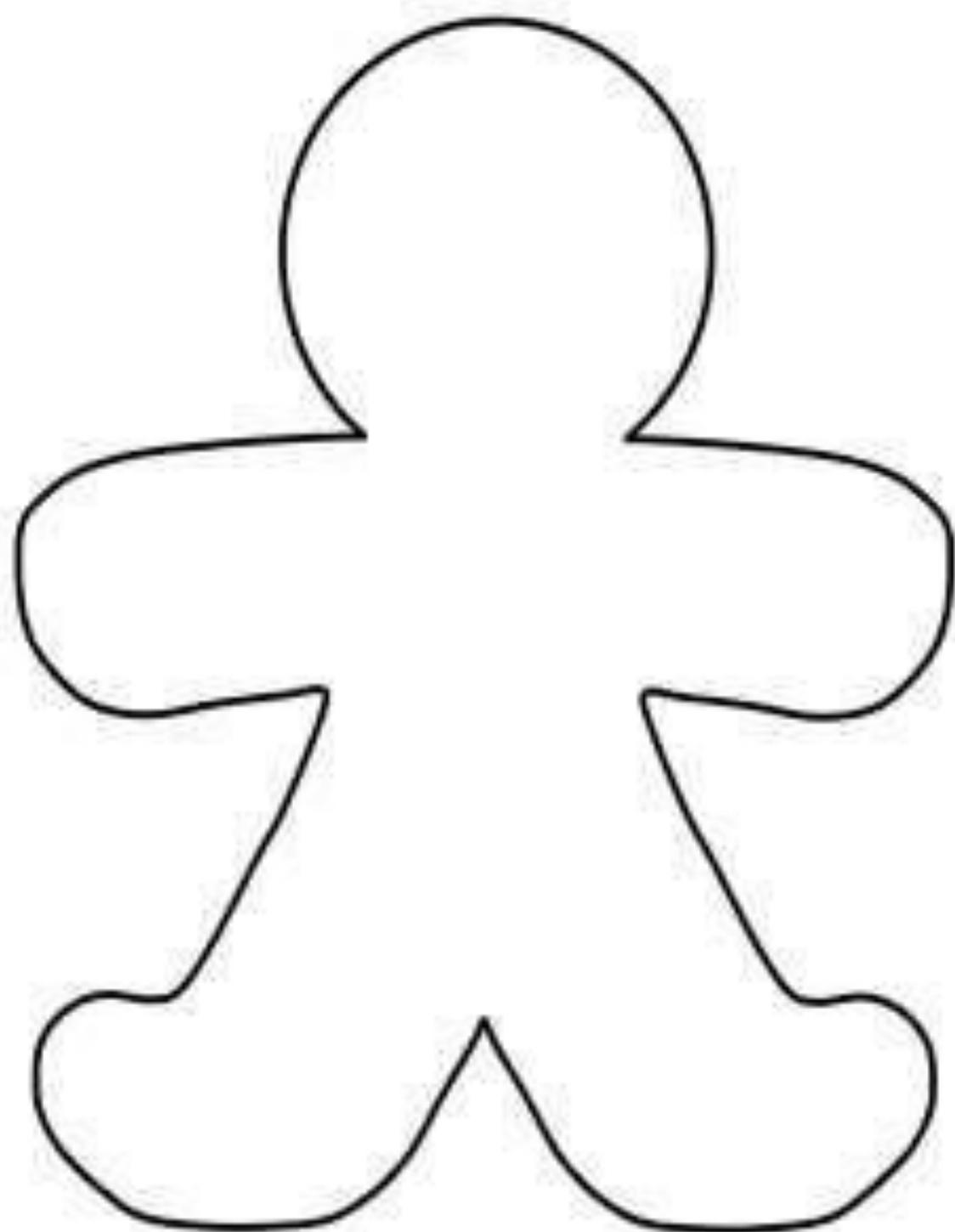
A useful way to think about who can help us in the current climate is the helping hand activity. This asks pupils to think about those people and things who can provide support to them when their feelings may be overwhelming.

4. Ask your pupils to complete this activity specifically thinking about who and what can help them stay safe in relation to managing their feelings and emotions. As a prompt, you can ask;

*'Who or what helps us to feel safe again in **school/home**?'  
(delete as appropriate)*

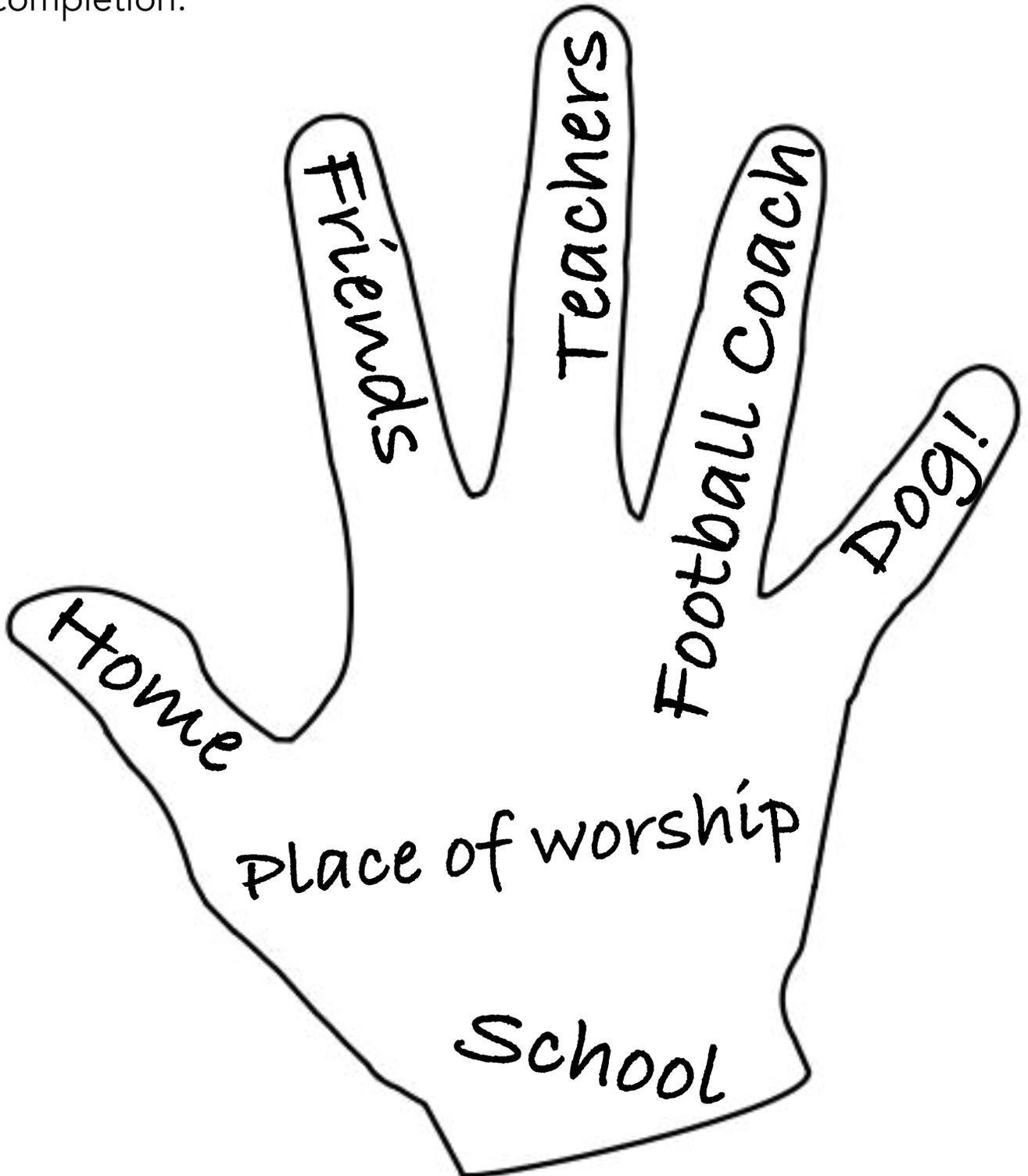
To finish, facilitate a discussion with your pupils around this statement;

*'There is nothing too small or so awful that we can't talk about it with someone, especially now.'*



# Helping Hand

Below is the example of a completed network drawing, this should provide prompts for you as a facilitator related to completion.



# Helping Hand

Below please draw round your own hand. On each of your fingers and the palm of your hand write down the things, people and places that help you. Think about those things that help you most when you're feeling sad or down.

# Helping Hand

