

UNIQUE VOICE

MENTAL HEALTH TOOLKIT: ADVENTURES ON THE INSIDE



TEACHER GUIDANCE

AN INTRODUCTION FOR SESSION LEADERS



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RESOURCE GUIDANCE

HOW TO USE THE MENTAL HEALTH TOOLKIT:

An Introduction For Session Leaders

INTRODUCTION TO THE MENTAL HEALTH TOOLKIT

The Mental Health Toolkit (MHT) is a trauma-sensitive personal, social, health and economic (PSHE) scheme of work for Key Stage 2. It is made up of:

- An original, animated film
- 6 x lesson plans for each year group in KS2 (Years 3, 4, 5 & 6)
- Additional supporting materials such as presentations for teachers, printable resources, and much more.

This is a creative scheme of work that uses storytelling, games, drama, art, music and discussions to underpin the learning in an accessible and fun way. The MHT has been developed in partnership with mental health professionals and is in accordance with the most recent OFSTED framework and its renewed focus on the whole child. It covers all aspects of the mental health and wellbeing sections of the KS2 PSHE curriculum. In addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

Learning to be: to provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

The MHT is also based upon the following overarching principles:



Children's feelings are valid
and should be heard



Children have the right
to feel safe



We all have
mental health

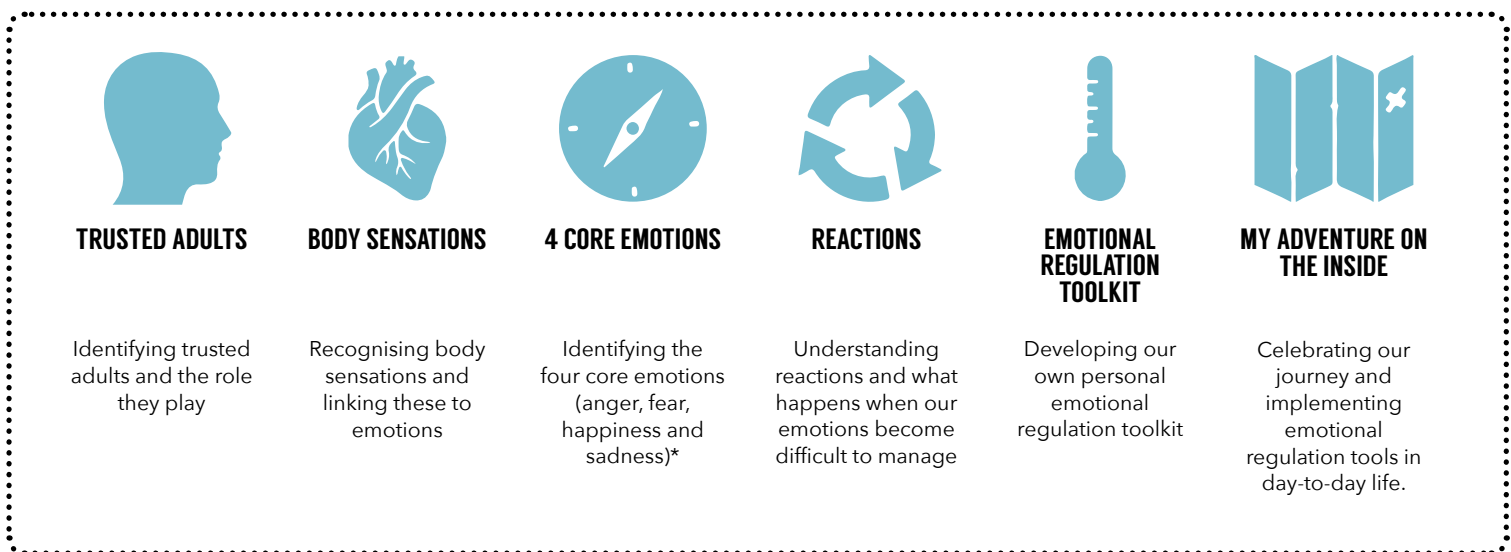


Children have the right to
know where to go for help

Through the MHT, children will learn that they are on their own unique journey, that every feeling they have is unique to them, and that they are worthy of love, respect and support, regardless of their experiences and actions.

ADVENTURES ON THE INSIDE: BEHIND THE CREATIVITY

Adventures on the Inside is the first chapter in what will be a complete series of the MHT. *Adventures on the Inside* focuses on emotional regulation, including six lessons on topics relevant to children aged 7-11 years:



Adventures on the Inside has been developed in response to the latest understanding in neuroscience on how to develop emotionally healthy children. The toolkit aims to assist teachers in supporting students with the following:

- For children to explore their own mental health, gaining an understanding of the science behind their own emotions
- To enable children with the tools to look after their own wellbeing and that of those around them
- To ensure children know how and where to seek help.

*Ref: Jack, Garrod & Schyns, *Institute of Neuroscience and Psychology at the University of Glasgow*, 2014)

ADVENTURES ON THE INSIDE: A THERAPUTIC ANIMATED FILM

The animated film *Adventures on the Inside* is an important tool for learning in this chapter of the MHT.

The narrative has been written with the key aspects of learning in mind. Throughout the story, we encounter characters and scenes which we can associate with the weekly themes that will be studied: trusted adults, body sensations, core emotions, reactions and our emotional regulation toolkit.

Through the use of familiar archetypes and a simple plot, *Adventures on the Inside* enables the children to see themselves in the narrative and relate to the characters as they navigate numerous challenges on their adventure and learn about themselves along the way, arriving home as a tight-knit team.

The characters in the story have been created to reflect outlooks and behaviours that will hopefully feel familiar to both adults and children alike. Gender pronouns have not been used in the film in order to enable the children to relate to any character without the potential barrier of gender labels.



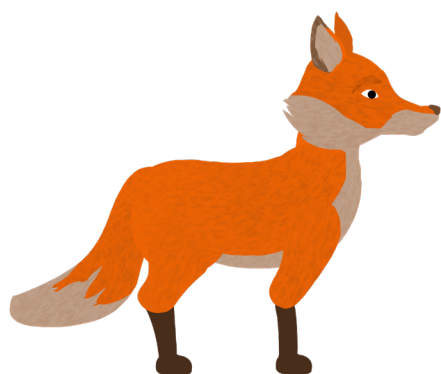
Bear

Although the story is not about Bear, they are a principal character. Bear provides simple answers which challenge the other characters to develop and grow. Bear is a comfort to the others, providing love, support and stability. Eventually, Bear is trusted by all of the animals; Bear is the glue that bonds the group together.



Mouse

Timid and shy, Mouse is representative of anxiety and stress and the limitations it can bring. Simply by taking part in the journey, Mouse goes through huge growth of character. Mouse is small but will learn to be mighty, resilient and heard. Mouse leans on Bear literally (when being carried) and also in an emotional sense. Using Bear's strength of support, Mouse is able to challenge themselves, take risks and achieve things they never thought possible.



Fox

A character who can be spiteful and mocking of others, pointing out their weaknesses and lowering their self-esteem. Fox appears to be full of confidence but is actually quite insecure. After a difficult start, Fox warms to the idea of being a part of the group. Through Fox, we explore the ideas of shame, guilt and our potential for change: "I am bad" becomes "I did a bad thing". Removing their 'armour' throughout the journey, Fox learns to support others and to love themselves.

ADVENTURES ON THE INSIDE: A THERAPUTIC ANIMATED FILM CONTINUED...



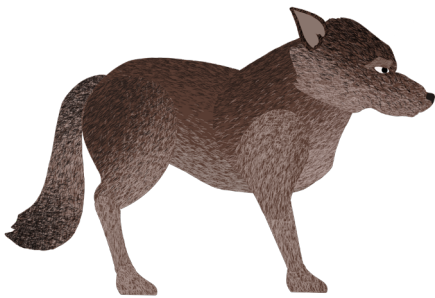
Beaver

Beaver is very dedicated and a hard worker but they are so fixed in their opinions! Anything other than perfection is not acceptable to them. Being so fixated on achieving perfection in a set task, Beaver cannot deviate from this and therefore feels huge pressure, which leads to stress. Although Beaver does not continue on the journey, they play their part in exploring the idea of whether everyone must fit in or whether it is OK to remain separate from the group.



Rabbit

A high-energy, innocent and super-positive character, Rabbit is supportive of others but struggles to accept their own 'difficult' emotions. Instead, they choose to shut down when they feel uncomfortable. Through support from Bear, Rabbit is able to reflect on why they struggle to truly feel sadness. They learn the importance of listening to their body, feeling all emotions and finding ways to self-regulate.



Wolf

An aggressive, short-tempered character. Wolf often goes into 'survival fight mode', which can be frightening for the other characters. They are prone to conflict and cannot accept the weaknesses of others. Bear needs to protect the other characters when Wolf's emotions become 'too much'. However, over time, Wolf learns to trust the other animals, and although their difficulties may not be fully resolved, Wolf begins to learn tools of self-regulation.

During *Adventures on the Inside*, the characters learn about themselves - their body sensations, their emotions and the tools that help them self-regulate. Crucially, they all learn to trust Bear, who is the trusted adult amongst them. A key theme that is woven throughout the learning in this scheme of work is 'self-awareness'; conscious knowledge of one's own character and emotions. True self-awareness is arguably a lifetime's learning, but we hope that through these learning objectives, activities and outcomes, the children who access this programme will improve their own self-awareness, discovering who is important to them, what their body is telling them, how they feel emotions and what they can do to self-regulate.

THE TRAUMA-SENSITIVE APPROACH

To work in a trauma-sensitive way is to acknowledge that children in our care (and our colleagues and also ourselves) may have experienced early trauma, specific traumas later in life or may be traumatised due to being neurodivergent (i.e. autistic spectrum condition, ADHD, etc.) in a world which may place unattainable expectations upon them. It is to accept that life can be traumatic for everybody and anybody.

To be trauma-sensitive is to acknowledge these basic, yet important, facts:

- 1. Human beings exist in connection**
- 2. Children who have experienced trauma can see the world and adults as unsafe**
- 3. Behaviours (including challenging behaviours in the classroom) communicate unmet needs.**

We may see behaviours that children have developed in order to survive past traumas (often called challenging behaviour). These may not be helpful to a child any longer and it is the adult's responsibility to gently present more choices to them in order that they learn to regulate their emotions in a way that is more helpful to them.

Adopting a trauma-sensitive approach has been proven to create a more robust, more resilient school community. It enables more understanding, which in turn means that the children and adults who make up the school community are healthier and more able to engage in everyday life.

THE ROLE OF THE SESSION LEADER

When delivering the MHT, the session leader's role is to be interested, empathetic, compassionate and curious, aiming to increase our understanding of the children in our class or group and support them on their journey.

CO-REGULATION

The session leader's role is not to be the expert but to be a co-regulator. Co-regulation is the effect of the nervous system of one person influencing the nervous system of another person. An example of this could be when a child is able to find calm via the calm actions and words of an adult.

A co-regulator is someone who shows patience and understanding, cultivates calm through their actions and words and empowers others by showing them that they can control their behaviours. The adult co-regulator needs to be self-aware and use their own strategies to look after themselves and those around them. Co-regulators need to create a safe environment to support the children whilst they explore the topics in the MHT.

DESIRABLE CHARACTERISTICS OF THE SESSION LEADER

Although this scheme of work contains many creative activities, the role of the session leader is not to be a drama or art teacher. They do not need to be an expert, just to be open to facilitating the learning of these complex concepts through doing and through play.

When delivering this scheme of work, we invite all session leaders to explore their ability to:

- Be open, curious and empathetic
- Bring their energy and encouragement to each session
- Praise participation and effort
- Support critical thinking
- Actively listen and reflect back what they hear
- Facilitate the generation of new ideas and alternative points of view
- Build participants' confidence through demonstration
- Prepare well and have a clear understanding of the purpose of the activities
- Embrace learning through play in your classroom
- Be non-judgmental

THE ROLE OF THE SESSION LEADER CONTINUED...

ADULT'S COMMITMENT

During session one, we ask that the adult makes a commitment to the children to work with them in a certain way. Many of these principles will be how you work with children already, but they are particularly important when covering the complex topics found in the MHT.

Please read the commitment below and make sure that you feel able to commit to working like this.

Your Adult's Commitment

I promise that:

- **I will listen** - you commit to listening actively and valuing all contributions
- **I will check what I've heard** - you will reflect back and support the children's attempts to communicate their ideas
- **I will share my thoughts** - you will be honest and authentic in your contributions in a bounded way
- **I will seek advice if needed** - you will find out the answers to any complex questions and talk to other staff members when necessary
- **I will learn this alongside you** - you will be unafraid to admit that you do not have all of the answers and will accompany the group on a learning journey for everyone's benefit

The session leader as a trusted adult

A trusted adult is crucial to the child's journey in this work. The session leader must be committed to being a trusted adult for all of the children in the group, just like they would in any school-based activity or lesson. The role of the adult in this learning journey is particularly crucial to the child's development of the skills they are learning.

It is very difficult for some children to identify a trusted adult in their life and we encourage the session leader to take extra care to check in with these children. The trusted adult role will make it possible for the children to be open and honest without risk of shame. The session leader can also share their own experiences in an appropriate way with clear boundaries.

SAFE DELIVERY OF THE WORK

Here are a few tips on how to manage common situations that may occur:

1. Looking after the session leader

Working in a trauma-sensitive way acknowledges that adults are human beings too, with their own sensitivities and day-to-day challenges. To deliver this work effectively, we need to be able to know what to do when our regulation system is compromised.

This work can be sensitive for us all. We may already know what our vulnerabilities or triggers are, but sometimes they can take us by surprise. We recommend that you are familiar with the material so you know what is being covered. It is important that any triggers that may affect adult regulation when delivering the material are taken into account compassionately when planning delivery. If there is another adult in the room, we would advise you to share roles accordingly. If you are the only adult, keep self-aware and notice how you are responding. A debrief with a trusted colleague is recommended.

Here is a top tips list to support adult regulation (physiological, emotional or cognitive):



A good night's sleep



Good nutrition



Being hydrated



Moving around



Making notes as you go



Extending out breath



Using your senses

In addition to this, all of the exercises and strategies for self-care referred to in the lesson plans are also relevant to adults, depending on their preferences.

Being yourself is really important and building on your existing relationship with the children is key. We recommend not sharing personal experiences as it can detract from the children's experiences and some children may over-empathise. However, it could be helpful to name emotions that you have felt to support the understanding that everybody experiences a range of emotions.

SAFE DELIVERY OF THE WORK CONTINUED...

2. Preparation

It is important to gather as much information about the backgrounds of the children in your class as possible. Do not let this information shape your expectations of that child's engagement in the programme, but be prepared to scaffold the activities if it seems helpful. Hold specific children in mind who you feel may find the work more challenging than others in the group. Differentiate where you know it is needed and be open to what they bring to the session. Have a plan to support those children who may need some extra containment.

3. Responding in the moment

You may find yourself in a situation when a conversation has gone off on a tangent, or a child is over-sharing sensitive information about themselves or others. This needs to be handled carefully. Just like in any other situation, the child needs to feel that what they have to say is important to you and they are being heard. You may need to suggest a time after the session to conclude it.

It is quite possible that there may be a rupture in a relationship, either between two children or a child and an adult. If this is between two children and it is not resolvable in the session, we recommend that you find time to speak to both of the children separately and work with them to resolve the issue and co-regulate with them.

It is important to bear in mind that the children may not consciously know why they felt the way they did and could have been triggered by the material. We hope that some of the strategies discussed in the scheme of work will equip you to support the children to be gentle with themselves and each other.

4. Following up

If you have any concerns about a child it is crucial to follow your organisation's safeguarding procedures and seek advice from specialist services if appropriate.

THE MHT MATERIALS

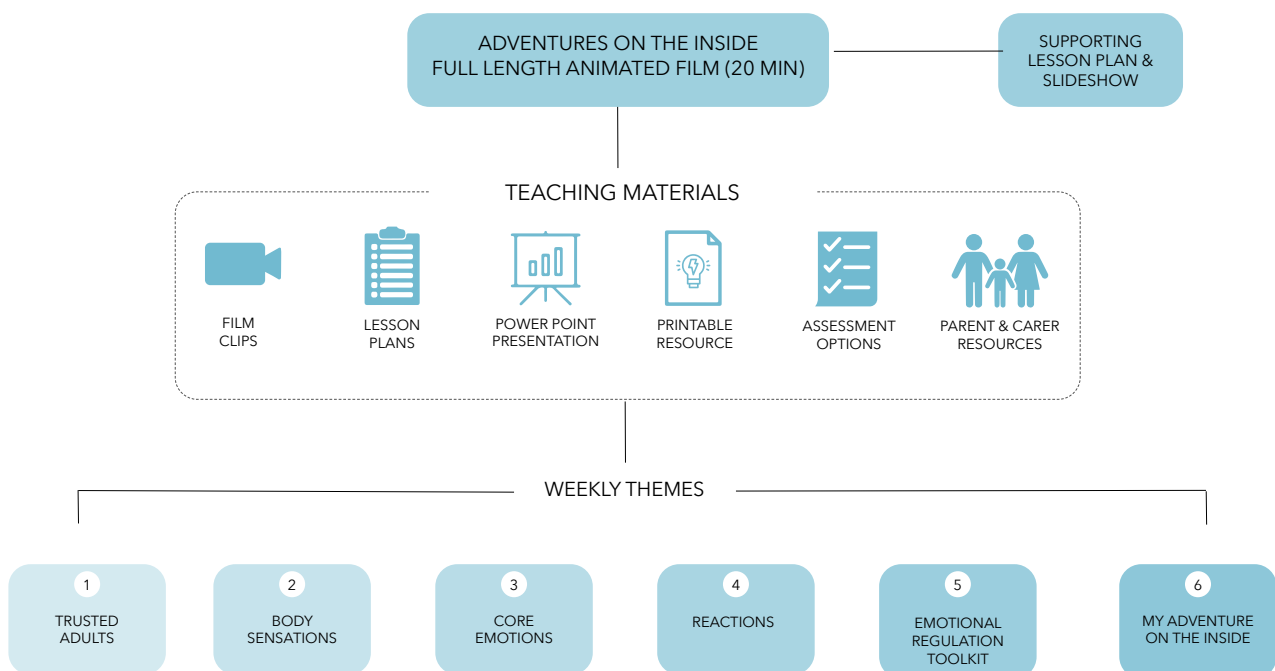
The MHT is comprised of six weekly themes which are followed by the lesson plans and activities in all year groups. These themes are:

1. Trusted Adults
2. Body Sensations
3. Core Emotions - here, we define these as happiness, sadness, anger and fear
4. Reactions
5. Emotional Regulation Toolkit
6. My Adventure on the Inside

For every weekly theme, each year group is provided with the following:

- Lesson plan
- Teacher's presentation for use in the classroom
- Printable resource for completion by child
- Short film clip from *Adventures on the Inside* to watch and discuss as part of the session
- Parent and carer follow-up activity.

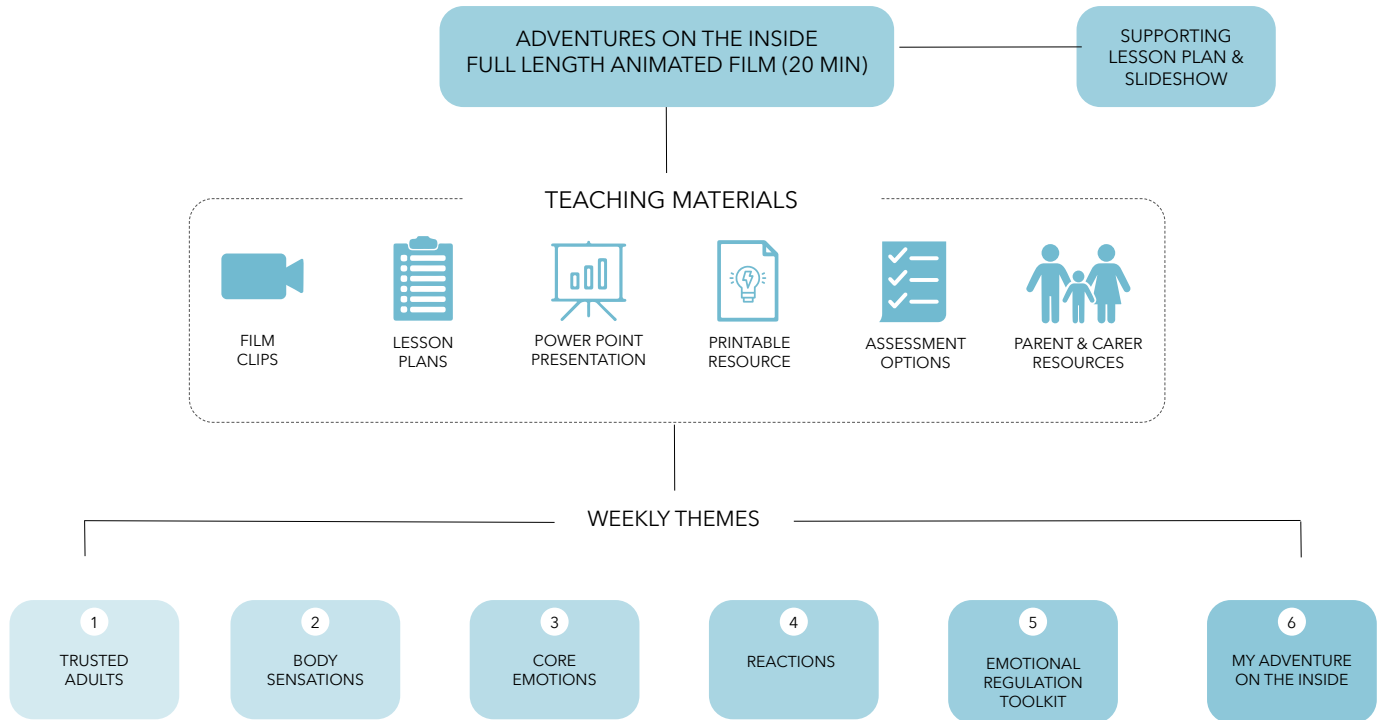
In addition to these weekly resources, any adults involved in the delivery of the scheme of work will also receive access to the full-length animation *Adventures on the Inside*, this introduction document and additional resources to aid delivery such as certificates, posters and letter templates for communication with parents and carers.



MENTAL HEALTH TOOLKIT

CHAPTER 1: ADVENTURES ON THE INSIDE

RESOURCES



TEACHER GUIDANCE

- INTRODUCTION TO MENTAL HEALTH TOOLKIT
- ADVENTURE ON THE INSIDE EXPLAINED
- TRAUMA SENSITIVE APPROACH
- ROLE OF THE SESSION LEADER
- SAFE DELIVERY OF THE WORK
- THE MENTAL HEALTH TOOLKIT MATERIAL GUIDE
- LAYOUT OF RESOURCE
- ROOM SET UPS
- ASSESSMENT
- GLOSSARY
- CURRICULUM MAPS

SUPPORTING MATERIALS

- TEACHER ASSESSMENT FORMS
- PARENT AND CARER COMMUNICATION TEMPLATE

LAYOUT OF LESSON PLANS AND RESOURCES

The MHT has been designed to be as easy to use as possible for the staff members delivering the sessions. The sequence of learning in all year groups is as follows:

Introduction session and film screening
Session 1: Trusted Adults
Session 2: Body Sensations
Session 3: Core Emotions
Session 4: Reactions
Session 5: Emotional Regulation Toolkit
Session 6: My Adventure on the Inside

The introduction session involves watching the therapeutic animation *Adventures on the Inside* all the way through before the six-lesson scheme of work begins. It is 21 minutes long and can be viewed in its entirety, with pauses for discussion, or in more than one sitting. We also provide some follow-up activities which can be explored straight after viewing the film to help embed the narrative. The important thing is that all children participating in the learning have watched the whole film before they begin the first of the six sessions.

See the introduction session plan for more details.

LESSON PLANS

We have created a six-week lesson plan for each year group in Key Stage 2. Each plan is spread over four pages:

Page 1: Lesson Overview page - key information to support the delivery including:

Learning Objective, Activity Map, Top Tips, Watch Out For... and Key Words.

Pages 2-3: Activity Details - step-by-step guide to all the activities in the session.

In addition, there is a one-page assessment pro-forma for teachers to record progress amongst the group, next steps etc., a photocopiable resource for use by children and a presentation summary page, which shows the slides you can display while teaching the lesson.

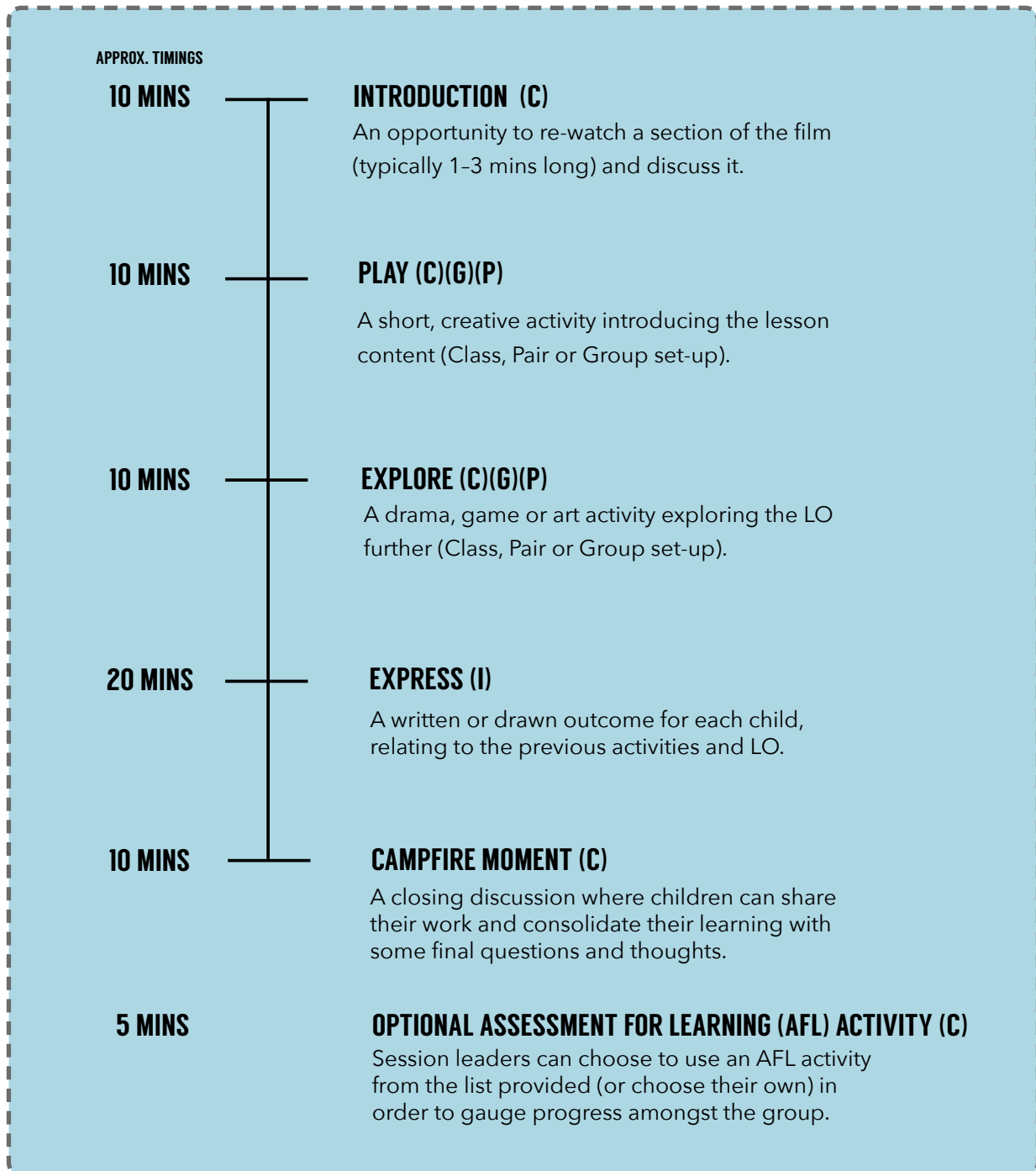
Each lesson contains these elements:

- One central learning objective (LO) relating to a key aspect of emotional regulation for the year group
- Three activities linked to the LO. These are classified and coded in lesson plans as Class Activities (C), Group Activities (G), Paired Activities (P) and finally, the written or drawn activities, which are done by an Individual (I)
- Support for discussions, including key questions
- Ready-to-print or display-on-screen resources
- Additional scaffolding and extension ideas are there to aid access and to provide opportunities to extend the learning where appropriate
- Top tips and 'Watch out for's are highlighted for each lesson to enable the most effective teaching possible

LESSON TIMINGS

Guidance is provided on how long each activity could take, although this is at the discretion of the session leader. The activity timings included in the lesson plans add up to **60** minutes each. However, if more time is available, the activities and discussions could easily be extended to 90 minutes to enhance the learning. Lesson timings do not include assessment activities.

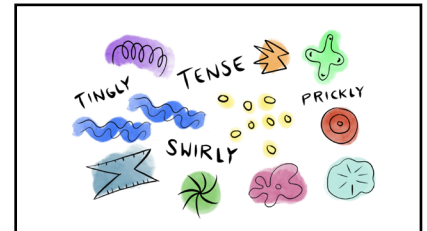
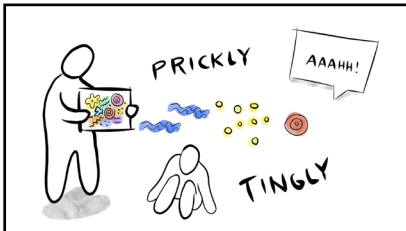
For continuity and ease of use, each lesson plan follows the same sequence:



See Appendix 1: Learning Overview for a full summary of learning objectives and activities for all year groups.

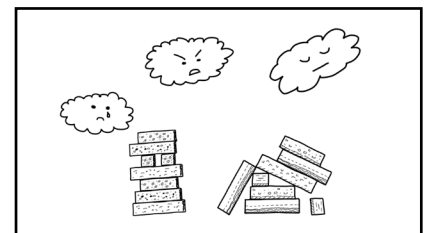
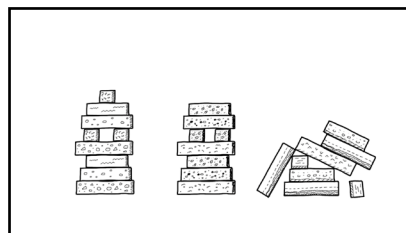
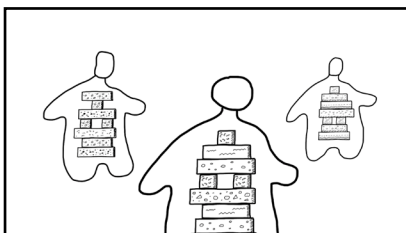
ADDITIONAL FILM CONTENT

As well as the main animated film 'Adventures on the Inside' (and the clips from it that we watch at the start of each session) there are two additional short films included in the Mental Health Toolkit.



SESSION 2 - BODY SENSATIONS FILM CLIP

The concepts in session two are amongst the most complex to grasp within the whole Mental Health Toolkit. Therefore, a three minute film about Body Sensations is provided to support the learning. This short instructional film clip provides clear examples of body sensations and the language, sounds and images that we may use to describe them. It also introduces the link between body sensations and emotions and demonstrates how varied our experiences of these sensations can be. This film will be an effective way to begin a conversation about body sensations.



SESSION 4 - REACTIONS: WE ARE LIKE TOWERS FILM CLIP

In session four, we explore what happens when our emotions become 'too much'. This vital piece of learning is supported by another short (three minute) film, 'We Are Like Towers'. This film clip provides a really strong analogy: our emotional regulation is like a tower that we all have inside us. Our tower can become wobbly if we experience something difficult and it may fall down if our emotions become 'too much'. This film clip paints a clear, relatable picture for all of the children and will support a discussion around the key ideas about what might make our 'towers' wobble or fall down and who can help us if this happens.

ROOM SET-UPS

Session leaders can choose how to set up the room for each session. We advise reading the plan in advance and deciding where best to deliver the activities for your group. You may want to move to a different space or to change your classroom layout for some activities, but this is not vital.

Movement or drama activities may run better in an open space. Other activities, such as those which include writing or drawing, may be better done seated at a desk. 'Campfire Moments' could be delivered with the group seated in a circle, but if this is not possible, children could stand in a circle or stay at their desks. We advise that the children can see each other so they have the ability to make eye contact for these sharing moments.

There is no right or wrong way to set up the room for your session; the session leader can decide what will suit their group, the activities and their specific time constraints.

ASSESSMENT

We have developed three simple systems for collecting different data on the progress and wellbeing of the children in your group. We recommend that all schools using the materials measure progress amongst their learners.

1. Teacher assessment

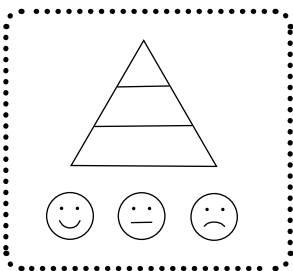
We encourage you to gather information on how the learning is going while you are teaching, like you would in any other lesson. This can be done through a combination of conversation, looking at the work the children have been produced, discussions at the Campfire Moment and also through the optional AFL activities which come included in each lesson plan. This will enable you to complete the assessment form included with each lesson plan.

Assessment For Learning Activities

Each lesson plan contains an optional AFL activity to complement the activities. They are also detailed on the final slide of each lesson presentation. These activities will aid your assessment of the learning amongst the group and also the children's understanding of their own strengths and areas for development. You can choose to use these activities as they are included in the lesson plans; you could also try them in a different order if you prefer (or repeat a successful activity) or you are free to use other activities as you see fit.

See Appendix 2 for a full list of suggested AFL activities.

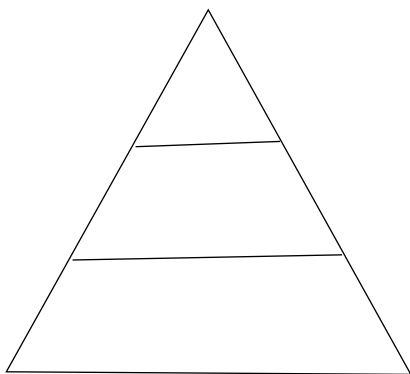
2. Children's self-assessment*



On the children's printed resources, you will notice two small symbols. These are for use by the children during the lesson. Before you collect their work, please ask the children to complete the Learning Mountain symbol and the emoji.

This is what they mean and how they can be filled in:

- a. Learning Mountain - this is where children assess how well they believe they did with their learning today. Ask them to colour in sections of the mountain, depending on how well they feel they understood the learning:



Level 3 - I feel confident that I understand this.

Level 2 - I do understand this, but I'm still learning it.

Level 1 - I do not understand this yet - I need more help!

- b. Emojis - this is where the children can express how they feel at that time. This is a measure of their emotional state at the time they filled it in, probably just as they are finishing the Independent Activity.



*You can use the tally table on the assessment pro-forma to record the children's self-assessment data after each session.

GLOSSARY OF KEY TERMS

adult - a person who is fully developed and grown-up

anger (n) - a strong feeling of annoyance

anxiety (n) - a feeling of worry, especially regarding an uncertain outcome

behaviour (n) - the way someone conducts themselves, especially towards others (usually through choice)

body sensation (n) - a physical feeling (also known as a sensation)

calm (adj.) - not showing or feeling strong emotions

calm (v.) - to make yourself or someone else tranquil; to soothe

choice (n) - an action selected from a list of possibilities

core emotion(s) (n) - a set of emotions which are universally recognised across cultures, including happiness, sadness, anger and fear

co-regulation (v) - the effect of the nervous system of one person influencing the nervous system of another person. (e.g. a child is able to find calm via the calm actions and words of an adult)

emotion (n) - a strong feeling relating to a person's circumstances, mood or relationships

emotional regulation (n) - the ability to regulate an emotion or set of emotions. Having the ability to control, moderate or maintain an emotion

empathise (v) - to understand and share someone else's feelings

envy (n / v) - a feeling of discontent regarding someone else's possessions, qualities or luck; wanting what someone else has

fear (n) - an unpleasant feeling caused by the perceived threat of danger, pain or harm

feeling (n) - an emotional state or reaction; a body sensation

fight / flight / freeze response (n) - the body's natural reaction to danger, which falls into one of these three broad categories.

CONTINUED GLOSSARY OF KEY TERMS

frustration (n) - a feeling of upset caused by not being able to change or achieve something

guilt (n) - a feeling of remorse after doing something wrong or negative

happiness (n) - the state of being happy or feeling positive

health (n) - a person's physical and mental condition

individual (n) - a single human being as distinct from a group

jealousy (n) - a feeling of discontent regarding someone else's relationships

mental health (n) - a person's wellbeing with regard to their emotional wellbeing

negative (behaviour) (n) - behaviour that affects others or yourself in a negative way, e.g. aggression, unkindness, violence, disrespect, bullying

positive (behaviour) (n) - behaviour which affects others or yourself in a positive way, e.g. gentleness, kindness, respect, inclusion

reaction (n) - an emotion, thought or action made in response to a situation or event (usually not through choice)

reflect (v) - to think deeply or carefully about something

relationship (n) - the way in which two people are connected, e.g. friends, siblings, neighbours

sadness (n) - the feeling of being sad about circumstances or relationships

self-care (n) - the act of managing your own health and wellbeing

sensation (n) - a physical feeling

shame (n) - a feeling that you yourself are wrong or bad, not just your actions in a particular situation

shyness (n) - the feeling of being reluctant to be involved in conversations, games or situations

GLOSSARY OF KEY TERMS

special (adj.) - different from what is usual

strategy (n) - a plan or action designed to achieve a long-term goal

stress (n) - emotional strain or tension caused by circumstances or relationships

support network (n) - a collection of people who can help someone (could include family, friends, teachers, other trusted adults)

trauma (n) - a deeply distressing or disturbing experience that will often have long-term effects upon a person's wellbeing

trigger (n) - an act or event which causes a reaction (often related to a negative or traumatic experience from the past)

trust (n) - reliance or confidence in something or someone

trusted adult (n) - an important person in a child's development; someone who is a grown-up, who is trustworthy, caring and who listens to them

trusted relationship (n) - a relationship which is based upon trust which has been earned

unique (adj.) - being the only one of its kind; unlike anything else

wellbeing (n) - the state of being healthy and happy

APPENDIX 1: CURRICULUM MAPS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Theme	Trusted Adult	Body Sensations	Core Emotions	Reactions	Emotional Regulation Toolkit	My Adventure on the Inside
LEARNING OBJECTIVES: YEAR 3	<i>I understand what a trusted adult is and why they are important.</i>	<i>I understand that I have multiple body sensations.</i>	<i>I can identify my four core emotions.</i>	<i>I understand that our emotions can become difficult to manage and that we show this in different ways.</i>	<i>I can identify tools for emotional regulation.</i>	<i>I can celebrate and share my Adventure on the Inside.</i>
PLAY:	Trusted Adult Soup Children make an imaginary bowl of Trusted Adult soup adding the different qualities as the ingredients.	Stop, Go, Body Sensations! Children move around the room and react by showing their interpretation of each body sensation when it is read out.	Emotion Pass We depict and recognise emotions.	Mood dial The whole class enacts emotions as they change in intensity.	All the Tools that I can use The whole class discusses different tools available by each child suggesting one in turn.	One Minute Journey In pairs, the children reflect on their discoveries over the past 5 sessions.
EXPLORE:	Freeze Frames Through drama, the children explore what their trusted adults do for them (or what they would like them to do).	Body Sensations Scenes The children work in pairs to perform and spectate scenarios to share body sensations they may experience.	Four Corners We respond to scenarios with one of the four core emotions.	Wolf, Fox, Rabbit & Me Explore the animals' different reactions to situations and compare them to our own reactions.	Helping My Tower The class divide into groups of four to offer tools to help one of their group whose tower has become wobbly	Train Journey As a class, we revisit the learning from past sessions and reflect on how it can help us.
EXPRESS:	My Bear Each child identifies who the Bear (Trusted Adult) is (or could be) in their life.	My Body Sensations Using body templates, the children represent physical feelings with colours and patterns.	Me When I Feel... A poster depicting ourselves in a situation which causes an emotion.	When Our Towers are Wobbly Comparing the reactions of the characters from the film with our own reactions	My Toolkit Pairs Children create their own pairs game, matching 'wobbly' situations with tools to help them feel steady again.	My Adventure on the Inside Children draw and describe their learning journey to celebrate what they have learnt.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Theme	Trusted Adult	Body Sensations	Core Emotions	Reactions	Emotional Regulation Toolkit	My Adventure on the Inside
LEARNING OBJECTIVES: YEAR 4	<i>I can identify who my trusted adults are and I know why they are important.</i>	<i>I can identify my body sensations and how they change.</i>	<i>I understand that we have four core emotions and can identify when I feel them.</i>	<i>I understand that I react in different ways for various reasons and that other people do too. This can be affected when my emotions become difficult to manage.</i>	<i>I can choose tools for emotional regulation that work for me.</i>	<i>I can celebrate and share my Adventure on the Inside and that of others.</i>
PLAY:	Who is Bear? The children remember how Bear behaves in the story. Next, we introduce the concept of a Trusted Adult and define what that is.	Guided Body Scan Pre-recorded or teacher led mindfulness activity.	Doodle to Music Respond artistically and emotionally to different pieces of audio.	Grow the Emotion In pairs, children depict emotions as they grow.	Listen & React Children react to scenarios with facial expressions, body language and voices.	My Adventure Actions Recapping learning with actions: can the group guess what each action represents?
EXPLORE:	Bear Time Pairs The children work in pairs, as either Bear or themselves to discover how a trusted adult supports them.	5 Body Sensations Children identify and represent sensations with actions.	Emotions Freeze Frames We create a scene to depict the four core emotions.	When My Tower... The children mime different emotions to the class and identify whether their towers are steady, wobbly or tumbled.	Right Tool for the Job In groups, the children choose 'tools' from a list of calming activities.	The Big Adventure Show In groups we create a TV documentary to showcase what we have learnt.
EXPRESS:	My Bear and Me Each child identifies who the Bear (Trusted Adult) is (or could be) in their life.	Body Sensations Poster We annotate a diagram to show sensations around the body.	Emotions Heart We label a heart template with emotions and body sensations which relate to us.	My Tower We highlight the difference between the three tower states and identify the body sensations the children will be feeling.	Make Your Own Toolbox! Cut out tools and make a toolbox to keep them in as a reminder of different regulation ideas.	My Adventure on the Inside Book Children create a small book summarising their discoveries during the sessions.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Theme	Trusted Adult	Body Sensations	Core Emotions	Reactions	Emotional Regulation Toolkit	My Adventure on the Inside
LEARNING OBJECTIVES: YEAR 5	<i>I can identify who my trusted adults are and can explain how they could support me.</i>	<i>I can identify body sensations and understand that they change.</i>	<i>I understand that we have four core emotions and can describe them to other people.</i>	<i>I understand that I react in different ways for various reasons and that other people do too, and I can explain these differences to other people.</i>	<i>I can choose strategies to regulate my emotions and explain my choices.</i>	<i>I can celebrate my Adventure on the Inside and that of others and explain the similarities and differences.</i>
PLAY:	Bear is ... The children remember how Bear behaves in the story. Next, we introduce the concept of a trusted adult and define what that is.	Grounding Chair Guided meditation pre-recorded or led by session leader.	Sculptor and Clay In pairs, we create a sculpture to depict an emotion.	Emotions Evolution In groups, we show how an emotion can 'evolve' from low to high intensity.	Mind Gym Physical responses to music to elicit excitement and calm.	Same, Same, Different We compare and contrast our discoveries with those of others
EXPLORE:	Recipe for a Trusted Adult We present the ingredients and method for making a trusted adult, TV chef style!	Body Percussion The children create rhythms to represent sensations.	Describe the Emotion Describe an emotion without using facial expression, body language or key words.	The Emotions Experiment We explore how a situation, sensations and emotions can combine to create a reaction through a drama scene in a scientist's lab.	Personal Trainer In pairs, children advise each other on what to do to regulate their emotions.	Pitch Your Theme The children champion each weeks' theme in a Dragons Den style pitch.
EXPRESS:	My Recipe for a Trusted Adult Using the worksheet, identify the qualities of a trusted adult from the previous activity which is personal to each child.	Body Memories Recreate two memories and the sensations felt.	Wheel of Emotions Show emotions and the inner sensations associated with them	The Reaction Potion Create a potion based on the previous activity where the elements combine to create an emotional reaction (labelled graphic in a test tube)	Open me when... Self regulation tool. Part 1 shows 'out of control' emotions and behaviours. Part 2 shows self-regulation tools chosen by the child.	My Adventure Leaflet The children create a leaflet all about their learning and discoveries over all the sessions.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Theme	Trusted Adult	Body Sensations	Core Emotions	Reactions	Emotional Regulation Toolkit	My Adventure on the Inside
LEARNING OBJECTIVES: YEAR 6	<i>I can identify my Trusted Adults and understand that I can rely on different people for different types of support.</i>	<i>I can identify my body sensations and understand that they are different at different times.</i>	<i>I understand that we have four core emotions and can reflect upon how they link to my body sensations.</i>	<i>I understand that I react in different ways for various reasons and that other people do too and can consider the impact this has on others.</i>	<i>I can choose tools to regulate my emotions and can reflect on how effective they are.</i>	<i>I can celebrate my Adventure on the Inside and reflect on how this learning can impact on my future choices.</i>
PLAY:	Bear Questionnaire We remember how Bear behaves in the story and introduce the concept of a Trusted Adult, defining what that is.	Guided Visualisation Pre-recorded or teacher led mindfulness activity.	Emotions Museum Can the children guess which emotion the artefacts in the museum represent?	Line of Emotion The children discover the changes in their reactions as their emotions become more or less intense.	Guided Story Imagine a challenging situation and devise a class list of tools to regulate the emotions.	Key Discoveries Children pair up to share their key learning and choose which discoveries they feel will be the most useful to them.
EXPLORE:	Now Hiring... a Trusted Adult! The children create a TV ad for a Trusted Adult, describing the job role, necessary skills, and desirable qualities.	A Day In The Life... Drama Scene We depict body sensations via drama.	I Feel... When... We describe personal experiences of emotions.	Same Scenario, Different Reaction In groups, we explore the variety of responses different people might have to one set of circumstances.	Top Toolkit Advert Group activity: role-play top toolkits for regulating their emotions in an advert format.	Future Moments In groups, the children imagine future challenges and how they might navigate them using what they have learnt.
EXPRESS:	My Trusted Adult Each child creates a written job ad for the specific type of Trusted Adult that is personal to them.	A Day In My Life... (Picture Story) Based on the previous activity, each child creates a picture story which is personal to them.	Emotions Acrostic Poem We use metaphor, simile, body sensations and colours to describe how we experience an emotion.	What Might Happen When My Tower Feels Wobbly The children explore consequences of their reactions if they become more intense.	Emotional Regulation Flow Chart We create an emotional regulation flow chart to help us choose tools to regulate our emotions.	My Bear Moment Children summarise their discoveries by writing their own Bear Moment poem.

APPENDIX 2: AFL ACTIVITIES

Here is a list of optional AFL activities for use by the session leader at the end of the lesson to gauge the level of understanding amongst the group.

Round Robin Posters (could go on a display board)

Groups of students each have a large piece of paper and some markers. The group records an answer to an open-ended question. Once the students finish their poster, they pass it on to the next group. When every group has worked on every poster, the responses are discussed as a class.

Colour Question Jar

Write the children's names on different lollipop sticks. You may want to colour code the sticks to denote ability level, or even engagement level; this will help you differentiate and direct questions at specific children, without the children knowing, of course! For example, for higher ability 'why' and 'how' questions you could pick out a higher ability coloured lollipop stick, or if a child is notorious for not paying attention, you're able to direct a question at them. It should help all children to become more engaged as they do not know if their name will be picked.

Think-Pair-Share

This is one of the many formative assessment strategies that is simple for leaders to use. The session leader asks a question and the students write down their answers. Students are then placed in pairs to discuss their responses. Session leaders are able to move around the classroom and listen to various discussions, allowing them to gain valuable insight into levels of understanding.

Exit Card

At the end of the day, give the students cards to write on (or they can respond orally) and ask them to respond to the three separate statements below:

- one thing you didn't know before
- one thing that surprised you
- one thing you want to start doing with what you've learnt

Classroom Polls

Technology is a great way to engage students, and websites such as Kahoot are a great way to deliver classroom polls. This can allow you to check students' understanding. If this is impractical, use heads-down, hands-up questions, e.g. 'always, sometimes, never' or multiple choice (one choice being 'I don't know'). This could be done at the beginning and end of a session and recorded twice for comparison.

Post-it® Notes

Use Post-it® notes to evaluate learning. Give to groups, pairs or individuals and ask them to answer questions. For example:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

Meet and Greet

This is particularly useful for younger students. Ask the children to move around the classroom; when the music stops they find a partner and discuss their answer. When the music starts they move off and when it stops again, they find a different partner. To stop children from buddying up with their friends, you can specify things such as 'red group, find a partner from green group' or 'find a partner whose name starts with the same letter as yours'.

Targeted Questioning

Plenary-style multiple choice questions at the end of the presentation. Include an 'I'm not sure' option and explain to children that they should be honest! This could be done with a 'blind vote' (heads-down, hands-up).