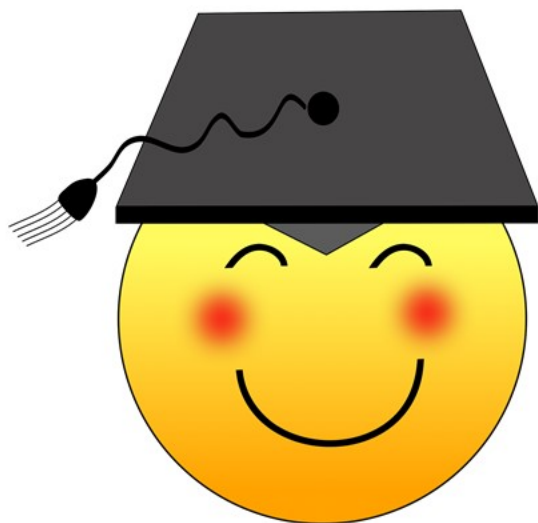


# Moving on!

## Planning Booklet



# Moving on!

This intervention is written for a group of four children and is led by an ELSA or teaching assistant. It covers emotions, relaxation and lessons around transition either into the next class or new school. It runs for approximately 40 minutes. It is pitched at junior aged children but would work for year 2 to year 3 too.

Children will work together in a group which will give them a sense of belonging. This helps to raise self-esteem.

All my interventions follow a similar structure:

- Welcome and emotional register– welcome the children to the group, go over the circle time rules and talk about how they feel today.
- Warm up – children really respond better if they have had chance to warm up and feel at ease by playing a game or activity. This may or may not be related to the learning objective.
- Activity – this is where the children work on the learning objective.
- Relaxation/Mindfulness – Children are more ready to go back to class if they are relaxed and calm.
- Review of the session – Children talk about their learning experience and perhaps fill in a pupil feedback form on the session.

The paper resources for this intervention come in booklet form. Make one up to show the children at the start of your intervention but don't make their booklets up straight away. Some weeks has a challenge for them to take away with them. Make their booklets up for their last session so they can take them away as a reminder. You can collect any evidence you require each week up to that point.

There is a simple assessment for this intervention.


# Moving on!

## Session 1

**Learning objective:** I can tell you about some of my happiest memories this year.

**Session objective:** To reflect back on all the positive and happy memories of this year.

**Key vocabulary:** memories

<p><b>Welcome and emotional register</b></p> <p><b>Time guide</b> 10 – 15 minutes</p>	<p>Go over the ground rules for circle time and how we behave towards each other within the session (group rules). Have the rules for circle time laminated and easy for each child to see. Any time a rule is broken, point to the rule and remind the child.</p> <p>Introduce the 'feeling fans'. Make sure you model how to use them. Choose an emotion yourself and say to the children 'I feel _____ because...' Then ask the children to pick an emotion and, in turn, describe to the group why they feel that emotion.</p> <p>Assessment</p> <p>Give children the assessment sheet and show them how to fill it in. Give them a few minutes to complete it.</p>
<p><b>Warm up activity</b></p> <p><b>Time guide</b> 5-10 minutes</p>	<p><u>Warm feelings</u></p> <p>Ask all the children to rub their hands together until their hands feel warm. Tell them they are going to pass the warmth around the circle. First child rubs their hands together, stops and strokes the hands of the next person on their right. This child then rubs their hands together and passes the warm feeling to the next person.</p> <p>Talk about how happy memories make you feel all warm inside.</p>
<p><b>Core activity</b></p> <p><b>Time guide</b> 20-30 minutes</p>	<p><u>Happy Memories</u></p> <p>Sit the children in a circle to discuss 'Happy memories'. Start the sentence stem 'This year my happiest memory was when_____'. Each child to answer the question.</p> <p>How do 'happy memories' make you feel? Do they make you feel warm inside thinking about them? Ask the children to remember this feeling. Any time they feel sad, just remember that happy memory.</p> <p>Discuss how everything we do creates memories and it is good to experience things that make us feel happy. Each and every day they should do things that make them feel happy. This will help create those happy memories.</p> <p>Children to work on the first page of their 'Moving on!' booklet (page 3) – Happy Memories</p> <p>Children can take page 4 home to log all their happy experiences for a full week. This will help them become more positive in their outlook.</p>
<p><b>Relaxation time</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Choose a relaxation exercise from the Relaxation booklet.</p>
<p><b>Review and reflection of the session</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>What have they enjoyed? What have they learnt? What will they try to do for next week (personal target)? Be aware of all their happy experiences.</p> <p>Optional – Pupil response worksheet. This can be used for evidence of your sessions should you wish to use it.</p>
<p><b>Resources</b></p> 	<p>Emotion fans, Relaxation booklet, Circle time rules, Moving on Booklet, Pupil review sheet. Assessment sheet.</p>




# Moving on!

## Session 2

**Learning objective:** I can tell you about some of my proudest moments this year.

**Session objective:** To reflect and celebrate feeling proud of some of their achievements.

**Key vocabulary:** proud

<p><b>Welcome and emotional register</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Go over the ground rules for circle time and how we behave towards each other within the session (group rules). Have the rules for circle time laminated and easy for each child to see. Any time a rule is broken, point to the rule and remind the child.</p> <p>Introduce the 'feeling fans'. Make sure you model how to use them. Choose an emotion yourself and say to the children 'I feel _____ because...' Then ask the children to pick an emotion and, in turn, describe to the group why they feel that emotion.</p> <p>Ask the children to share one of their happy experiences from their 'Take away sheet'.</p>
<p><b>Warm up activity</b></p> <p><b>Time guide</b> 5-10 minutes</p>	<p><u>High five</u></p> <p>Each child holds up five fingers. The leader begins by making a statement. For example 'I have green eyes' If the children do not have green eyes then they must put one finger down, leaving four fingers. Continue round the circle. 'I have a sister', 'I live in a bungalow' etc. Children must think up a statement about themselves. The person to have all five fingers down first is the winner. They shout 'high five'</p>
<p><b>Core activity</b></p> <p><b>Time guide</b> 20-30 minutes</p>	<p><u>Proudest moments</u></p> <p>Sit in a circle and ask the children to think about their proudest moments this year. What did they achieve? What made them feel good about themselves? They might have been proud of something they did or something someone else did.</p> <p>Start the sentence stem – 'This year my proudest moment was when...'</p> <p>Draw a cloud shape on either a whiteboard or on a large piece of paper. Write all their proud moments on the cloud shape.</p> <p>Ask the children to work on page 5 of their 'Moving on!' booklet – Proud Cloud. The children can make their own 'proud cloud' and come up with more 'proud moments' from last year.</p> <p>Children can take page 6 home to log all their proud moments for a full week. This will help them become more positive in their outlook.</p>
<p><b>Relaxation time</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Choose a relaxation exercise from the Relaxation booklet.</p>
<p><b>Review and reflection of the session</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>What have they enjoyed? What have they learnt? What will they try to do for next week (personal target)? To be aware of all the things they are proud of.</p> <p>Optional – Pupil response worksheet. This can be used for evidence of your sessions should you wish to use it.</p>
<p><b>Resources</b></p> 	<p>Emotion fans, Relaxation booklet, Circle time rules, Moving on! Booklet, Pupil review sheet.</p>


# Moving on!

## Session 3

**Learning objective:** I can tell you about some things that I want to get better at next year.

**Session objective:** To look to things they want to learn about or do better at.

**Key vocabulary:** better

<p><b>Welcome and emotional register</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Go over the ground rules for circle time and how we behave towards each other within the session (group rules). Have the rules for circle time laminated and easy for each child to see. Any time a rule is broken, point to the rule and remind the child.</p> <p>Introduce the 'feeling fans'. Make sure you model how to use them. Choose an emotion yourself and say to the children 'I feel _____ because...' Then ask the children to pick an emotion and, in turn, describe to the group why they feel that emotion.</p> <p>Ask the children to share one of their proud moments from last week.</p>
<p><b>Warm up activity</b></p> <p><b>Time guide</b> 5-10 minutes</p>	<p><u>Look what I can do</u></p> <p>This game explores actions that the children can do such as skipping, jumping, clapping, hopping, dancing etc. Each child in turn must come into the middle of the circle and say 'My name is... and I can....' The child demonstrates their skill and the others must try and copy. The child in the middle of the circle must then nominate the next child to lead the activity.</p> <p>Talk about how we have all done things we have been proud of and they should feel proud of themselves now for showing others their skills. The others should feel proud because they had a go and tried the new skill.</p>
<p><b>Core activity</b></p> <p><b>Time guide</b> 20-30 minutes</p>	<p><u>Getting better</u></p> <p>Sit the children in a circle and discuss how we can all find things we want to be better at. The new school year is a great opportunity for reflecting on what they have done, that they might have found tricky. These might be things that the children might want to do better next year.</p> <p>Start the sentence stem 'Last year I found it tricky to _____'</p> <p>Discuss as a group how even though things are tricky it helps our brains to grow. If everything was easy it would be very boring and we wouldn't learn anything. This session is about acknowledging those tricky or difficult tasks that we did last year.</p> <p>The children can work on the page 7 of the 'Moving on!' booklet- 'Getting better' and they can take away the sheet titled 'Tricky things' Page 8. This will help them reflect on things that are difficult to do but can get better at.</p>
<p><b>Relaxation time</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Choose a relaxation exercise from the Relaxation booklet.</p>
<p><b>Review and reflection of the session</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>What have they enjoyed? What have they learnt? What will they try to do for next week (personal target)? To reflect on their tricky things this week.</p> <p>Optional – Pupil response worksheet. This can be used for evidence of your sessions should you wish to use it.</p>
<p><b>Resources</b></p> 	<p>Emotion fans, Relaxation booklet, Circle time rules, Moving on! Booklet, Pupil review sheet.</p>




# Moving on!

## Session 4

Learning objective: I can tell you how change makes me feel

Session objective: To look at feelings around change

Key vocabulary: change

<p>Welcome and emotional register</p> <p>Time guide 5 minutes</p>	<p>Go over the ground rules for circle time and how we behave towards each other within the session (group rules). Have the rules for circle time laminated and easy for each child to see. Any time a rule is broken, point to the rule and remind the child.</p> <p>Introduce the 'feeling fans'. Make sure you model how to use them. Choose an emotion yourself and say to the children 'I feel _____ because...' Then ask the children to pick an emotion and, in turn, describe to the group why they feel that emotion.</p> <p>Ask the children to share some of their tricky things from last week.</p>
<p>Warm up activity</p> <p>Time guide 5-10 minutes</p>	<p><u>Whispering game</u></p> <p>Everyone shuts their eyes and one person has to whisper a sentence. Shout 'wake up! Everyone must shout what the whispered sentence was after the count of 3. Repeat with different children whispering a sentence.</p>
<p>Core activity</p> <p>Time guide 20-30 minutes</p>	<p><u>Changes</u></p> <p>Explain to the children how things change all of the time. There are good changes and not so good changes. Changes that make them feel happy, sad, excited, worried and lots of other feelings. The same change can make one person excited and another person worried. There is no right or wrong way of how they feel about a change.</p> <p>Ask the children to think about a change that made them feel a positive emotion then do a circle time to discuss.</p> <p>Ask the children to name the change and how it made them feel – e.g. <i>When my little brother was born I felt excited. When moved house I felt happy.</i> Give each child the opportunity to talk about a change that made them feel a positive emotion.</p> <p>Now name a change that made you feel a negative emotion – e.g. <i>When my dog died I felt sad. When my dad had to work away from home I felt lonely.</i></p> <p>Some changes give you a whole mix of emotions. You might feel sad, happy, angry, worried, excited all at the same time.</p> <p>Ask children how they feel about the change of a new class or school?</p> <p>Ask the children to fill in the 'Mixed feelings heart' on page 9 of the 'Moving on!' Booklet</p>
<p>Relaxation time</p> <p>Time guide 5 minutes</p>	<p>Choose a relaxation exercise from the Relaxation booklet.</p>
<p>Review and reflection of the session</p> <p>Time guide 5 minutes</p>	<p>What have they enjoyed? What have they learnt? What will they try to do for next week (personal target). To be aware of their emotions around change.</p> <p>Optional – Pupil response worksheet. This can be used for evidence of your sessions should you wish to use it.</p>
<p>Resources</p> 	<p>Emotion fans, Relaxation booklet, Circle time rules, Moving on! Booklet, Pupil review sheet.</p>


# Moving on!

## Session 5

**Learning objective:** I can tell you about some of my worries over the changes next year

**Session objective:** To look more carefully worries

**Key vocabulary:** Worries

<p><b>Welcome and emotional register</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Go over the ground rules for circle time and how we behave towards each other within the session (group rules). Have the rules for circle time laminated and easy for each child to see. Any time a rule is broken, point to the rule and remind the child.</p> <p>Introduce the 'feeling fans'. Make sure you model how to use them. Choose an emotion yourself and say to the children 'I feel _____ because...' Then ask the children to pick an emotion and, in turn, describe to the group why they feel that emotion.</p> <p>Ask children to share any of their emotions around change sheet with the rest of the group.</p>
<p><b>Warm up activity</b></p> <p><b>Time guide</b> 5-10 minutes</p>	<p><u>Mirror image</u></p> <p>Children to work in pairs. Each child must sit or stand facing each other. One is the mirror and the other is looking into the mirror. Imagine they are getting ready for bed. What do they have to do? One child acts this as the other mirrors it. Swap over.</p>
<p><b>Core activity</b></p> <p><b>Time guide</b> 20-30 minutes</p>	<p><u>Worries</u></p> <p>Remind the children about how they looked at emotions around change. Explain how lots of people might have worries about changing school or changing classes. It is completely normal and they might find that there are some common worries that they all have that are easy to answer. Sit the children in a circle for circle time.</p> <p>Sentence stem – Next year I feel worried about...' Give each child a chance to share their worry.</p> <p>Ask the children to work in pairs to create some 'Worry cards' Give them about 10 minutes to write as many worries as they can on each card.</p> <p>Sit the children back in a circle and ask the children to put their worry cards in a container. Pick out a worry card and all together discuss the worry. Once they are happy the worry has been answered put the worry in a bin or in a worry monster if you have one. Repeat as many times as you have time for within the session.</p> <p>They can take their sheet home (page 11) of their 'Moving on' booklet.</p>
<p><b>Relaxation time</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>Choose a relaxation exercise from the Relaxation booklet.</p>
<p><b>Review and reflection of the session</b></p> <p><b>Time guide</b> 5 minutes</p>	<p>What have they enjoyed? What have they learnt? What will they try to do for next week (personal target) To be aware of any worries they might have around change</p> <p>Optional – Pupil response worksheet. This can be used for evidence of your sessions should you wish to use it.</p>
<p><b>Resources</b></p> 	<p>Emotion fans, Relaxation booklet, Circle time rules, Moving on Booklet, Pupil review sheet, worry question templates.</p>


# Moving on!

Session 6

Learning objective: I can ask for help if I need it.

Session objective: To explore who they can seek help from.

Key vocabulary: Help

<p>Welcome and emotional register</p> <p>Time guide 5 minutes</p>	<p>Go over the ground rules for circle time and how we behave towards each other within the session (group rules). Have the rules for circle time laminated and easy for each child to see. Any time a rule is broken, point to the rule and remind the child.</p> <p>Introduce the 'feeling fans'. Make sure you model how to use them. Choose an emotion yourself and say to the children 'I feel _____ because...' Then ask the children to pick an emotion and, in turn, describe to the group why they feel that emotion.</p> <p>Children can share their 'Worries sheet' they took home last session if they want to.</p>
<p>Warm up activity</p> <p>Time guide 5-10 minutes</p>	<p><u>Greeting game</u></p> <p>Play some music or tap a tambourine as the children walk around the room. Stop the music or tambourine and the children have to shake hands with the person next to them. Variations could be to 'say hello', shake as many hands as possible, give the person next to you a hug, hug as many people as possible.</p>
<p>Core activity</p> <p>Time guide 20-30 minutes</p>	<p><u>Who can help?</u></p> <p>Explain to the children that when they are worried about something to do with the changes of class or school then there are people who can help.</p> <p>Use a circle time with the sentence stem – 'I can talk to _____ if I feel worried'.</p> <p>Ask the children to fill in their circle on page 12 of their 'Moving on' booklet. This will help them to realise how many people can help them if they need help. You can remind them about their 'worries sheet' that they took home last session and talk to one of the people they have written in their circle about those worries.</p> <p>They can start colouring in their circles if there is time, otherwise they can take it home to colour in there.</p>
<p>Relaxation time</p> <p>Time guide 5 minutes</p>	<p>Choose a relaxation exercise from the Relaxation booklet.</p>
<p>Review and reflection of the session</p> <p>Time guide 10 to 15 minutes</p>	<p>What have they enjoyed? What have they learnt?</p> <p>Ask children to fill in the assessment sheet again to measure progress over the intervention.</p> <p>Optional – Pupil response worksheet. This can be used for evidence of your sessions should you wish to use it.</p> <p>Make up the children's booklets for them to be taken home and present each child with a certificate of completion.</p>
<p>Resources</p> 	<p>Emotion fans, Relaxation booklet, Circle time rules, Moving on Booklet, Pupil review sheet, certificates. Assessment sheet.</p>