



Wellbeing

Returning to onsite in term 4

We shouldn't assume that the students arriving in our classrooms will be the same ones we last saw.
Nor should we expect the physical building to feel the same.
Nor are we the same.

Articles of inspiration

[How to come back, three things every school can do to successfully return](#) [Supporting Students and Teachers in Their Return to School](#)

Our Priorities

Time to Process

- Make time regularly
- Don't overload

Normalise the challenge

- Resilience
- Perspective
- Character strengths
- Help seeking
- Coping Strategies
- Emotional Literacy

Co-Create Community

- What do you want/need?
- How do we do that?
- Group work
- Social skills

Encourage Positive Emotions

- Actively creating time and space for positive emotions
- Not 'good vibes only'
- Encouraging gratitude, mindfulness and kindness (to self, others, environment)

Check our assumptions!

It is important to **recognise** that some children *loved being at home* and some *felt relieved* at not not having to navigate the social world!



Process

Giving time, space and opportunities for kids to process the new situation, continuously, as it develops.

What might this look like?

- Communicating a time when kids know they will be able to process and discuss
- Don't over do it - not in every lesson!
- Morning meeting
- Circle Time
- Question box
- Diary/journal time (e.g. after lunch)
- You don't need to know all the answers.
- "Thats a family decision" "Thats a good conversation to have with your adults"
- Smiling Mind/Cosmic Kids

Vulnerable might look like...

- Not wanting to talk about remote learning experiences
- Disengaging from conversations
- Sharing concerning stories...*remember about protective interrupting.*



Co-Create Community

Particularly in the first few days/weeks, but ongoing and regularly

What might this look like?

- Revisit/recreate classroom agreement
- Pose the question - What do you need/want from this term? How can we achieve this together?
- Group work (explicitly teaching/referencing group work skills)
- Regular Class meetings- JSC
- Team building activities
- Facilitating activities in which students need to work collaboratively in order to be successful, e.g. a cooking activity, readers theatre.

Vulnerable might look like...

- Struggling to re-engage in the classroom / school, school refusal (absence / late) aggression, withdrawn
- Change of friendships.



Normalise the challenge

This will lend itself to weekly wellbeing sessions

What might this look like?

- Revise skills such as
 - Help seeking - 5 safe people (teacher uses their 5 safe people to model the skill) 2 people at school, 2 people you live with, 1 person not at school, not in your home
 - Character Strengths
 - Coping skills
 - Naming/recognising emotions eg (Creating Posters to recognise emotions with a mask on), class check in system
- Create Perspective
 - Exploring historical events and community reaction/resilience in that time
 - Exploring personal challenges and the strategies that worked/didn't work
- Looking for silver-linings
 - What can we keep?
 - What can we change?
 - [The Great Realisation](#)
 - Actively working on a project that works on a silver lining

Vulnerable might look like...

- Refusal to talk to adults about problems
- Inability to label and/or understand emotion
- Inability to see any silver linings
- Catastrophising



Positive emotions

Consciously creating situations to encourage positive emotions
FIND THE FUN!

What might this look like?

- Gratitude
 - Daily practice of 3 things we are grateful for
 - Class gratitude list
 - [5 day Gratitude Challenge from TED](#)
 - [30 day gratitude challenge with daily prompts](#)
- Kindness
 - Random acts of kindness
 - Bucket filling
 - [20 day kindness challenge](#)
- Sharing things that made them smile or laugh at home
- Laughing together!
- Reading inspiring/funny books together
- Class smile wall (kids put photos of things on a wall that make them smile!)

Vulnerable might look like...

- Change in temperament.
- Change of friendships.
- Not joining in when sharing funny stories.
- Being unable to recount something funny or joyful.