|  |
| --- |
| Saying Goodbye |
| It will soon be time for our pupils to say goodbye to Summerswood for another long break, but unlike other years where this is worked through together, many of our pupils will need to manage this transition alone. It is important that we prepare our pupils as best we can, despite the current circumstances, for the array of emotions that their ‘goodbye’ may evoke. We need to engage them in activities and learning that will up skill their capacity to manage these emotions independently whilst placing emphasis on the importance of seeking support and sharing their feelings. This includes ensuring they are aware of external agencies such as Childline should they need it.  Goodbyes create a range of emotions and it will not only be our families that are experiencing these emotions, but also us as professionals. The bubble restrictions mean that we may no longer be in daily contact with members of staff that we would normally turn to for support at times of difficulty, leaving us to manage our feelings alone (much like our pupils will). It is important that you continue to be mindful of your own feelings and reach out to others when needed- you will not be the only one who is finding this next step difficult.  Preparing ourselves and our communities for transition at this difficulty time may help to somewhat ease the difficulty of saying goodbye without a final ‘coming together’. Hive has developed activities and ideas of how to work through and support transition for our community during this time. Activities can be categorised as practical resources, feeling exploration, and experience building games. The games provided do not need to all be completed, nor do they need to follow a particular order. Please choose the ones that best suit your class and your teaching style. Whilst these activities are aimed at exploring the positives of what ‘goodbye’ means, they can evoke difficult emotions and it is important that we attempt to recognise these in our pupils and ourselves. It is important to attempt to create a supportive and encouraging environment, one which is void of judgement, which is best achieved through modelling positive language and listening skills. |
| Prior to students returning |
| Goodbyes are completely individual; how they are felt will differ from person to person dependent on their experience of school, lockdown, and the support available to them. It is important to recognise that whilst we will all say the same words, what they mean and the feelings they evoke with be different for each of us. Hive has developed a document for our communities to explore the meaning of goodbyes and to encourage families to understand that whilst they can be very sad and difficult, they mean something. They tell us that the person we are saying goodbye to meant something to us, and whilst we may no longer see them, we will hold onto the memories we created and hold the individual in mind. This notion of holding the child in mind helps to develop their feeling of self-worth and belonging- what a great feeling to take through to the following school year.  Please explore this document with your class prior to completing the following activities as this will open up a conversation about what goodbye means for each child. Spend time discussing this ensuring that all feelings are respected and allowed. |
| Practical resources for Transition Preparation |
| Below is a list of practical resources that can be sent home to every family to help them understand the changes that are coming whilst providing a visual timescale for these changes   * Visual calendar: this may be different for each child depending on the days they are in school or whether they are at home. Whilst it is difficult to know exactly how and when schools will be returning, it is important that these dates are indicated to ensure children are aware of when the summer holidays will end. * Transition booklet- personalised for each child * Worry box- this to include box net and an explanation of how to use the worry box. * List of online resources for parents and children to access such as CosmicKidsYoga, HeadSpace, Supermovers etc. * List of external services that may provide support to parents such as Families First. A list of services available can be found at https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/support-groups-and-networks.aspx * Contact information for the start of term (if applicable) |
| Feeling exploration activity 1: Worry box (follow this with Network) |
| Resources: ‘Huge bag of worries’ (book preferable but there is a video available on YouTube) or ‘Things I wish my  teacher knew’ activity (explanation and impact can be found on YouTube; Please search ‘Things I wish my  teacher knew TEDx Talks’) or ‘Ruby’s Worry’ story (also available on YouTube)  Worry Box Net (available from Twinkl)  Brief explanation for parents (attached)  Many other resources for this are available on Twinkl. |
| Activity: Please explore which resources would best suit your class and teaching style. Either read or watch the  story together and encourage the children to think about any worries they may have regarding saying  goodbye. Encourage the children to share these if they feel able but explain that we are not always able  to *say* how we feel. During these times it can help to *write* how we feel. Putting our worries onto paper-  through a sentence or a drawing- can help our pupils to express themselves, there is no right or wrong  way to express these feelings. Use the nets to make boxes for them to take home so that this resource can  be used with parents. The children may choose to express their worries and concerns during this activity.  Be sure to remain present and available to allow them to feel safe in expressing their fears. If you feel this  activity may be emotionally difficult for you to complete due to your own worries and concerns you could  ask a colleague to complete this activity for you. This is an activity that those at home could also be  involved in. Ask them to watch/read the book resource you have chosen and to send you any of their  concerns or worries that they would be happy to share with the class. You will need these for activity 3. |
| Focus: To help children to understand that whilst thoughts and feelings can be difficult to express, sharing them  can help to decrease the worry. |
| Feeling exploration activity 2: Network |
| Resources: Paper and pencil |
| Activity: This activity aims to develop the child’s Network and ensure that they are aware of who is there to support  and listen to them if and when they need. Ask the children to reflect back on the previous activity  regarding any worries or concerns they may have had. Who do they feel they could talk to if they needed  to? Ask children to draw around their hand and use their fingers to indicate those they feel safe speaking  with. Their thumb should indicate someone at home or who they live with. Fingers to indicate people  outside of the home. Palm of the hand self-help strategies such as a diary or teddy. And their sleeve to  have the number of the emergency services and Childline 0800 11 11. **Please emphasise the**  **help Childline provides and repeat the number as a class to commit it to memory**. The children  may choose to express their worries and concerns during this activity. Be sure to remain present and  available to allow them to feel safe in expressing their fears. If you feel this activity may be emotionally  difficult for you to complete due to your own worries and concerns you could ask a colleague to complete  this activity for you. |
| Focus: To ensure that children are aware of who is available to support them and how to gain support for  themselves. |
| Feeling exploration activity 3: Poem |
| Resources: Pen and Paper |
| Activity: Think back to the initial discussion you had around goodbyes and the feelings or worries that were  discussed. Create a word bank of key words and emotions asking the class to contribute. Discuss how  some of the feelings are difficult but what they all mean is that the person you are saying goodbye to  meant something to you and that you in turn, meant something to them. With this in mind, as a class,  construct a poem focused on saying goodbye, including previous worries. This could be an acrostic poem if  easier. |
| Focus: To create a poem as a class enabling the children to understand that whilst their feelings may all differ  from each other, they are not alone in having feelings about saying goodbye. This shared experience will  help to emphasise the comfort that sharing feelings can have whilst also creating a lasting memory for you  as a class to share. |
| Feeling exploration activity 4: Memories |
| Resources: Anything that may evoke memories of your year together.  Requesting those at home to send in some of their memories of the past year together in school. |
| Activity: This session will all be about focusing on the memories you have created together over the year. In  leavers assembly there is typically a photomontage of moments shared, view this activity as a verbal  montage and encourage laughter and fun. At the end of this session provide each child with a marble or  similar sized, durable object that they can take home with them. Take one for yourself also. Explain that  this object has listened to all of the memories that have been spoken about and is now full of the fun,  laughter and care that you have all shared. Share with the class that you will keep this item safe and each  time you look at it, it will remind you of the times you had together and that their object will do the  same. This will be you holding them in mind. |
| Focus: To remind pupils that although saying goodbye means we will no longer be together, we will always have  our memories to hold onto. This activity will allow pupils to feel special and increase their sense of self  worth as you have explained you will hold them all in mind. |
| Making Memories |
| The following activities and games are all designed to create some final memories together as a class. Whilst some of these may only involve those in school, some may be adapted to involve those at home. |
| ‘Best day ever’: As a class discuss what would be the best day ever. This may be an outing to the beach, a party or picnic in the park. Together, you will all imagine that you are having this best day ever. Engage the children in this group imaginative play by asking them questions such as ‘what flavour is your ice cream’ or ‘how does the water feel? Is it cold?’. This activity could be as wild and silly as you like. The aim is to have an amazing experience together doing something new (such as go karting); the only limit is your imagination!  ‘In My Bag’: Sit in a circle. Member of staff will start the game by saying ‘at the end of term when I say goodbye I will take in my bag…’ and add in a word or item of meaning for example ‘memories’. The next person to the left will then say ‘at the end of term when I say goodbye I will take in my bag, memories and…’ they will then add in their word or item of meaning. If a person can’t remember what was said previously it can start over again although I would suggest helping them to remember as the focus is fun not who will get it wrong. You could be very silly with this and even say you will take Miss Kneller in your bag with you!  ‘I am part of the foundations’: Take the children outside with a piece of chalk each and ask them to place their hand on a brick of the building (one brick per child). Explain that this is their brick but they need to feed it. They need to feed it with all the thoughts and feelings that Summerswood has given them. Give them time to place their thoughts into the wall and once this is done, they are to write their name on the brick. Ask them to do the same for their peers that aren’t there. Take a photo of each brick and create into a photo collage so that the bricks appear to all be connected. Share with the children at home.  ‘My Motto’: Encourage the children to create a two line motto for what their goodbye means to them. The first line should address the negative and the second the positive. Here is an example   * It’s sad, but sometimes moving on with the rest of your life starts with saying goodbye   Encourage them to share their motto with one another, developing a positive and confident approach to saying goodbye. Engage those at home with this activity by sharing mottos with one another.  ‘Micro Quiz’: If possible, arrange a Microsoft teams meeting with ALL pupils from your class to participate in the GREAT END OF YEAR QUIZ. Questions should all be about your class and answers are either memories of pupils of about pupils. Be wary when creating your questions as some pupils may be sensitive to being in the spotlight. Include memories of staff members too. This can be a long or as short as possible and the winners prize could be anything from a full class ‘hip hip hooray’ or a certificate of ‘memory master’.  ‘The Great Big Birthday’: If possible, arrange a Microsoft Teams meeting with ALL pupils from your class to participate in the Great Big Birthday Sing Song. Here you will be singing happy birthday to each pupil that has had a birthday during the lockdown period. You may not want to hear ‘happy birthday’ again for a while after this!  ‘Continuing to Grow’: Provide each child with a sunflower seen and soil to plant in a cup to take home. This way they will continue to have a visual connection with Summerswood across the summer which may help to bring them comfort whilst understanding that change and growth, despite the difficult feelings it evokes, can be beautiful.  ‘Classroom Scrapbook’: Ideally this would be created visually so that it could be easily shared. You could choose your own format and encourage children to send in photos or memories to add to this. Ensure that children that are unable to provide a memory are mentioned by either yourself or in a friend’s memory. Each child is to receive a copy.  ‘It’s a zoo in here!’: Encourage the children to pick an animal. They are then going to pretend to be that animal and pretend to say goodbye in that animal’s voice. Go around the class one by one to hear each other’s goodbyes. Ideally teaching staff will go first to model how silly they could sound!  ‘Au Revoir’: How many languages can your class say goodbye in? You could use Google translate to explore different countries, and even accents!  ‘You are…’: Send each child a single word that you feel describes them and their best traits. For example. Astonishing, hardworking, perseverance, kind. If you had the resources you could paint the word on a rock for each pupil as a special keepsake and a reminder of the positive you see in them. |
| **Final Activity** |
| For this final activity, Hive encourages you to make a video recording for your class. Here you could include some of the thoughts and feelings discussed over the completed activities, include your memories of your year together and finally, leave them with some final thoughts and your own motto/poem for moving on. For example  Goodbyes are not forever  Goodbyes are not the end  They simply mean I’ll miss you  Until we meet again.  Or  Our hearts can be empty because our time together has come to an end,  Or they can be full with the fun and laughter we have shared together.  This video recording is your opportunity to explain to your class what they have taught you, meant to you, and what you will miss. Remember to acknowledge the sadness but also to focus on the excitement of taking their next steps |

**For Parents**

Worry box

This box is my worry box. Sometimes my emotions can feel like a lot and sometimes I feel that I can’t say how I’m feeling. Instead of speaking, I can write them down instead. I may draw a picture to explain, or may write a word. It would be very good if you could help me with my worries by talking with me about them when I feel ready to look in my worry box.

Network

In school we created what is called a Network. This is a team of people that I can go to for help when I need it. Help may be because I am dealing with a difficult feeling or because I have something important to tell you. I have chosen you to be on my network as I know that when I need help, you will be there to help me. The other people on my network are also there to help me if I need it.