

Trinity All Through School

Website: Trinitylewisham.org

WEEKLY NEWSLETTER

Primary Phase

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Secondary Phase

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Dear Trinitarians

I hope you have had a wonderful week. We have been planning and adapting our procedures ready to gradually increase our numbers at Trinity. We are very excited for Monday where we will start to see this happen. We are starting with year one. All families were contacted and those that have said they are ready to return were given a letter explaining our new systems. Please do spend time as a family reading this together if you are coming back. We have lots of new systems in place to make Trinity as safe as possible - we need your help to support this.

This week we have carried out training for all staff. Assuming all the National signs are positive we will be looking at preparing year 6 next. The following week will be year R and year 10. We are wanting to gradually and carefully, so we are fully planned, increase our numbers. We have plans moving forward for all year groups. We want to move forward one step at a time though.

Those not returning yet will still be issued home learning. Please do complete the tasks set to support their progress and attainment. Working together means we are preventing gaps in our children's learning.

Don't forget to spend time together though. Stay close, play games and talk about what is happening in the world. We will soon all be back at school I hope.

Stay safe, strong and happy.

David Lucas

Executive Headteacher

Trinity Church of England School, Lewisham

An All-Through School

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www.trinitylewisham.org





Dear Trinity families,

We are really pleased to begin our reintroduction of Year One pupils to our primary site next week. We look forward to seeing smiling faces on your allotted days.

Year One families will have received an email containing some of the logistical changes that you will need to know as a parent, including changes to pick up and drop off. Please take the time to go through this information.

Next week, we will be reviewing our risk assessment with an aim to then begin the reintroduction of Year Six pupils. Year Six families will receive a phone call at this time to confirm whether your child will be taking up the offer to return to school the week beginning 15th June. We hope to see as many of you as possible.

We share the government's ambition of bringing every year group back before the end of the summer term, even if it is for a short time.

In the meanwhile, remote learning and phone calls home will continue as they have been up until now.

Finally, in weeks like this, we feel proud to have a curriculum at Trinity which explicitly teaches black history and those who have fought social injustices. However, we know that there is still so much more that needs to be done. We want the world to think like our Trinitarians.

Keep reading with your child, giving them your time and loving them. I look forward to seeing you and your children soon.

Head of School, Primary Phase

Trinity all Through School



Story time at the Primary: Week 6

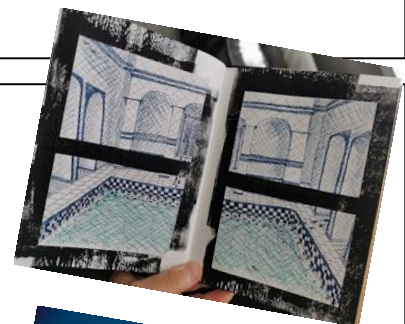
Each week we will be sharing a video of us reading a story and taking time to share loving and supportive messages from each class teacher. Nothing will replace your children being in school but we hope this effort will make the difference.

https://youtu.be/o_pSvriaaJE

Art Club - Reflections

This week the theme for our art task was reflections.

<https://trinityprimarylewisham.blogspot.com/2020/06/art-club-reflections.html>



World Oceans Day, 2020

Trinity invites you to join in this wonderful celebration of nature. As a global celebration, you will be taking part in a worldwide acknowledgement of the beauty and majesty of our oceans.

<https://trinityprimarylewisham.blogspot.com/2020/06/world-oceans-day-2020.html>



CHAPLAIN'S CORNER By Miss S Alder

Welcome back everyone, this week Rev Bridget Shepherd filmed a great worship about Pentecost which was last Sunday I hope you all enjoyed celebrating the Birthday of the Church. Bishop Christopher invited by Mother Juliet also shared an important message about Pentecost and he reminded each and every one of us to pray as a whole united body of Christ.

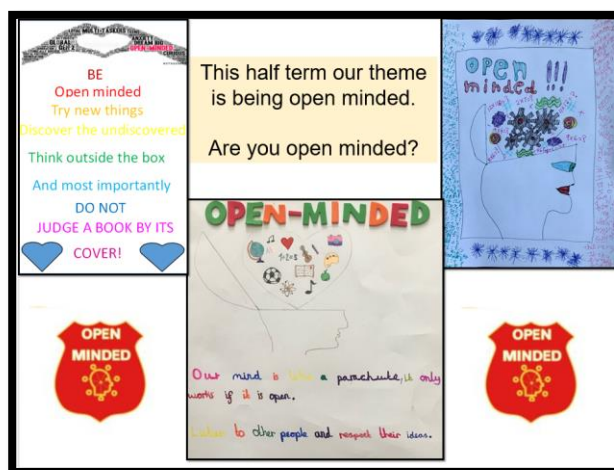
Bishop Christopher message:

We have amazingly continued to be a community in these strange days of lockdown, finding new ways to stay in touch and communicate with each other. Now as we begin to move into a new phase we ask of God who is always more willing to give than we are to receive that the Holy Spirit may breathe new life into our communities and deepen the bonds that tie us together. I know many of you will have faced many challenges in recent weeks but I pray that the healing power of Christ's love may bring you peace and strengthen you in faith and hope as we journey forwards.

This Sunday is also a very special Sunday for the Church and for us as a school as it is - Trinity Sunday. A time where Christians reflect on the nature of God and his love for all. We also reflect on our own relationships which should reflect God's love. Many churches and communities this weekend will be praying for justice for the ongoing racism many people face around the world.

This half term we begin our focus on our theme of being open minded. To be open minded, we must respect knowledge. God said in Hosea 4:6 "My people are destroyed for lack of knowledge". As people and as Christians, one way of being destructive is by not being open minded. We depend on the word of God to guide us but we also live in a world where such things as fake news which can be very negative to our lives, if we do not seek knowledge to achieve a balanced view. By following the word of God and, importantly, by improving ourselves through developing our God-given gifts, we can succeed.

Thank you to the primary and secondary faith team for the open minded posters below. Over the weekend, think about how open is your mind? Have you tried new things? Have you judged a book by its cover before? How could you open your mind more?



A prayer for the world God of love and hope, you made the world and care for all creation, but the world feels strange right now. The news is full of stories about Coronavirus. Some people are worried that they might get ill. Others are anxious for their family and friends. Be with them and help them to find peace. We pray for the doctors and nurses and scientists, and all who are working to discover the right medicines to help those who are ill. Thank you that even in these anxious times, you are with us. Help us to put our trust in you and keep us safe. Amen

Keep safe, keep working hard and God bless

Miss Alder

Coronavirus, mental health and wellbeing

Coronavirus has changed lots of things about family life. And we know that some parents and carers might be worried about how to manage stress and changes to their daily routines. It's important to remember that everyone copes with change and stress in different ways. We've got some hints and tips you might find helpful.

Open link for more information [NSPCC, Mental Health & Parenting](#)

14 WAYS TO BE KIND ONLINE

Showing kindness online can mean so much to someone else. It is a choice we can all make that helps others, puts people's needs before our own and which can generate feelings of empathy and compassion. Small gestures can have a large impact and often one act of kindness can lead to more, making the world a happier and more positive place. That's why we've created this guide to suggest a few simple 'acts of kindness online' that can benefit people's mental health, support their wellbeing and encourage a more positive approach to engaging online.

1. BE POSITIVE

Post about things that make you happy and that you're thankful for. It could brighten up someone else's day.

2. OFFER TO HELP

Sometimes a friend or family member might post a question online or ask for help with something they can't do themselves. If you know the answer or are able to offer help, provide support and send a message. Something that may be easy for you might be difficult for someone else.

3. SHOW APPRECIATION TO OTHERS

If somebody you know has done something good or shown kindness to themselves, thank them for it. It costs nothing and shows them that you appreciate it so much.

4. SHARE FUNNY VIDEOS OR IMAGES WITH FRIENDS & FAMILY

We often come across funny videos or images online that make us laugh and then we move on. If you find it funny, your friends and family might too. It could help someone else who may be having a bad day.

5. LIKE, LOVE & CELEBRATE

If somebody posts something that you like on social media, like it, love it or celebrate it. It's a small gesture but could mean a lot.

6. VIDEO CALL YOUR FRIENDS & FAMILY

It can be easy to be consumed by daily routine. Using apps like Zoom, Facetime or WhatsApp are great for connecting with others far away and shows you're thinking of them even though you can't physically meet them in person.

7. TELL SOMEONE YOU'RE THINKING OF THEM

We can't always tell how people are feeling online and just dropping somebody a message to ask if they're ok or that you're thinking of them could literally make their day.

8. SHARE POSITIVE POSTS

If you see something online that inspires you, share it with people you know. A inspirational quote, a beautiful photo or a motivational video can lift spirits, improve self-esteem and help make people feel better about themselves.

9. HAS AN ONLINE QUIZ

Video conferencing apps are a great way to get friends and family together. If you know someone who is feeling lonely, host an online quiz and invite them to join in. It could really cheer them up.

10. THINK BEFORE YOU COMMENT

Sometimes we think before we act but can be just as significant as acting in the first place. Showing thought before you comment could stop you posting something harmful, offensive or negative. It's always better to post positively or post nothing at all.

11. BE COMPASSIONATE & UNDERSTANDING

Being empathetic towards others and their situation is often an act of kindness and a kindness that gets overlooked. If you notice someone who is upset, drop them a message and offer to listen.

12. CONNECT FRIENDS & FAMILY WITH SIMILAR INTERESTS

You may know two people amongst your friends and family who you trust and know well who have similar interests and ideas. Introducing them can be a great way for them to make new friends but remember to always ask their permission first.

13. RECOMMEND SOMETHING YOU ENJOY DOING TO OTHERS

If you enjoy doing something online, such as playing a game, or if you've found a great learning resource, share it with others. Even if you've watched a good film, letting others know can be an act of generosity that brings them excitement or pleasure at a time when they might need it the most.

14. PRAISE OTHERS FOR THEIR ACHIEVEMENTS

Sometimes your friends or family might post something online that they're proud to have done. It might be an exam they've passed, learning a new skill or just completing a task. Either way, it's always kind to recognise hard work and effort through praise and celebration.

Meet our expert

This guide has been written by Anna Balamas. Anna is passionate about helping prevention at the heart of every school, improving mental wellbeing within the curriculum, school culture and activities. She is also a member of the advisory group for the Department for Education's thinking time on their mental health green paper.

www.nationalonlinesafety.com Twitter: @nationalonlinesafety Facebook: /NationalOnlineSafety Instagram: @NationalOnlineSafety

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ALL PARENTS – WAYS TO BE KIND

Look at the statement 'Having a routine is better than not having one'. Split a piece of paper in half and list reasons for and against this statement. What do you think? Find out what someone in your family or in your class thinks. Use your points to write a discussion text. Include a question e.g. 'Is having a routine better?', an introduction, reasons for having a routine, reasons against having a routine, conclusion.

Create a list of some of the things you do in a typical day. For each of these, draw a picture then cut it out. Use them to help organise part or all of your day.



Create a timetable for a typical weekday before lockdown and a typical weekday during lockdown. Compare the two timetables. Which timetable do you prefer? Does one have more routine than the other?

Being able to tell the time is very useful when following a routine. Practise telling the time on an analogue clock. If you feel confident with this perhaps you could look at digital time and record it on an analogue clock or record digital times in 12- and 24-hour clock.

Design and make your own diary or calendar. This could be for a week or a month or longer!

As well as using the word routine to describe a sequence of actions we follow in our day, we can also use it to describe a set sequence in a dance. Create your own dance routine!



Since schools closed to most pupils two weeks before the Easter break, many young people have had to completely rehaul their usual routines. While there is a possibility that some, if not all, primary school year groups in England may go back before the long summer holidays, this is unlikely to be the case in Scotland, Wales, Northern Ireland and for most secondary aged pupils.

Things to talk about at home...

- 🐸 Write down your daily routine before the lockdown period (before school closures) and your routine now. What things are the same and what things are different?
- 🐸 Do you like having a routine that's the same most of the time? Or do you prefer changes?
- 🐸 How are your weekends different from your weekdays?

Please note any interesting thoughts or comments here...

What is happening this week? Can you describe it in your own words?

Where is it happening? Can you locate it on a map?



How do you think the people involved in the story feel?

What do you think about this week's story? How does it make you feel?

Have you ever experienced anything like this or come across anything like this before? When was it? Where was it?

I think
I feel
I prefer
I know
I believe
The best thing about
The worst thing about



How does it make me feel?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted dumbfounded dumbfounded dumbfounded dumbfounded dumbfounded dumbfounded dumbfounded dumbfounded dumbfounded	alarmed apprehensive daunted fearful frantic horrificed horrificed petrified petrified petrified petrified petrified

Can you describe how somebody with a different opinion to yours might feel?

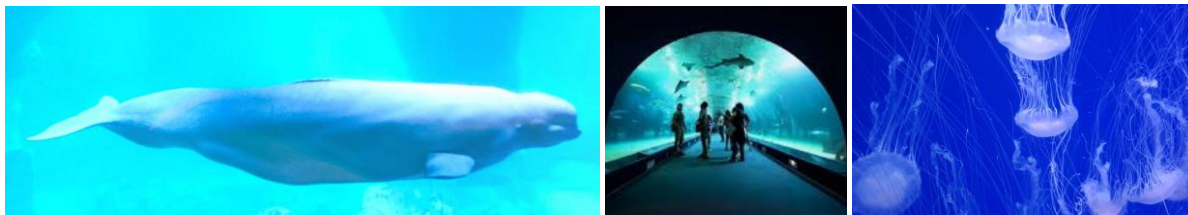
What have you learned from this week's story?



Do you want to do anything about it? What could you do?
Make a plan!



Visit [Oceanogràfic](https://www.oceanografic.org), Europe's biggest aquarium with a virtual tour. Situated in Valencia, Spain, [Oceanogràfic](https://www.oceanografic.org) has over 45,000 resident creatures from 500 different species. Take a virtual 360-degree tour and view 13 different enclosures, each one centred on a species or climate. Walk through Europe's longest shark tunnel, get up close to crocodiles and meet jellyfish, flamingos or sea lions.



To dive in, visit: <https://www.oceanografic.org/visita-virtual/>



Following the successful arrival of the SpaceX Dragon Endeavour at the **International Space Station**, discover more about the space station and its mission. Learn about the construction and history of the SSI and take a virtual tour. Watch interviews with the crew, see live views of the earth and find out how to spot the SSI in the sky.



https://www.nasa.gov/mission_pages/station/main/index.html



The Royal Institution
Science Lives Here



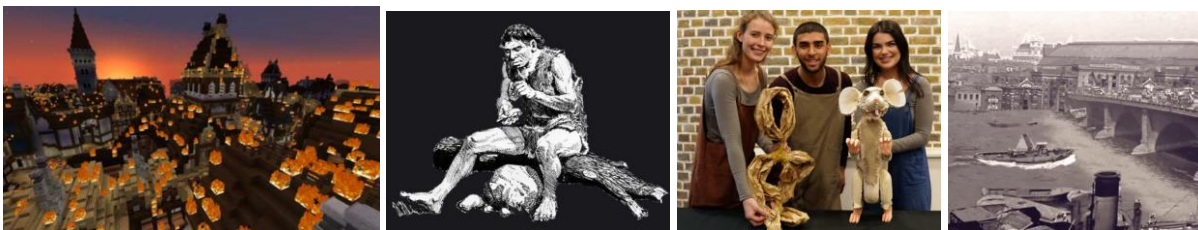
Get **ExpeRimental** with **The Royal Institution**. Founded in 1799 by the leading British scientists of the age, The Ri is an organisation devoted to scientific education and research, based in the [City of Westminster](#). **ExpeRimental** will help bring science home and turn your house into a science lab with a series of short films that make it fun, easy and cheap to do science at home. Each activity is designed to be easy to do using only common household objects. All the experiments are about encouraging natural curiosity and investigating the wonders of science while you play. Activities include Multitasking Mayhem, Homemade Parachutes, Eggsperiments and Baffling Body Illusions.



Visit: <https://www.rigb.org/families/experimental>



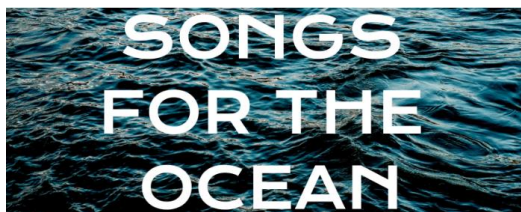
[Play and learn with the Museum of London and discover more about the city's amazing history from home with a range of fun ideas and activities. Explore the Great Fire of London with Minecraft, learn if you could survive in the Stone Age with a Hunter-gather quiz, become a puppeteer with a puppetry master class or recreate one of London's 30 bridges using recycled materials or building blocks.](#)



<https://www.museumoflondon.org.uk/families/fun-home>



Celebrate **World Ocean Day** on **June 8th**. Join this growing global celebration and honour our oceans, which connect us all. Dive in and watch an interactive online line up of ocean advocates with live oceans films. Science lessons, environmental projects, music performances, art work, yoga, breath-work, storytelling and much more.



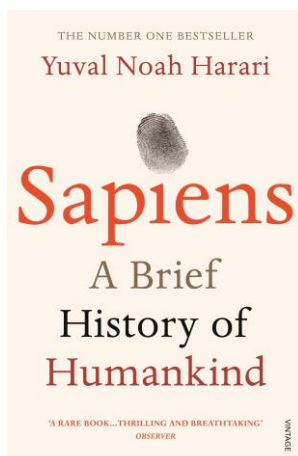
To join in, visit: <https://worldoceanday.school/>



June is **Pride month**, a month dedicated to celebrating the LGBTQ+ communities all around the world and the freedom to be yourself. Due to the coronavirus, Pride month celebrations are all being moved online. This year **Amnesty International** announced its collaboration with **UK Black Pride**, **Stonewall** and **ParaPride** to bring Pride celebrations online for 2020. The event has been dubbed Pride Inside and will be a virtual celebration including various artists, musicians, comedians, DJs and activists all coming together for a series of performances, talks and workshops. Pride Inside will take place from Sunday 28TH June to Sunday 5th July, continuing the celebration after 'Global Pride' on Saturday 27th.

Book of the Week

Sapiens: A Brief History of Humankind by Yuval Noah Harari



This week, one of my favourite non-fiction books of the last few years.

100,000 years ago, at least 6 human species inhabited the earth. Today, but one remains. Us. Homo sapiens.

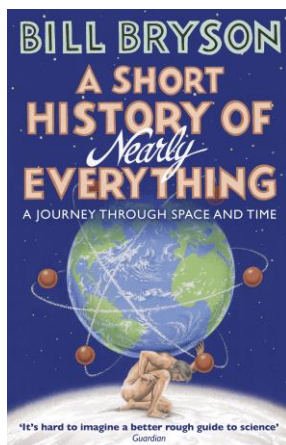
How did our particular strand of humanity become the victor in the battle for domination? Why did our hunter-gatherer ancestors decide to stop foraging and start building cities and kingdoms? How did we come to believe in gods, nations and (eventually) human rights; to trust money and laws; and to be controlled by bureaucracy, timetables and consumerism? And what could we and our world be like in future millennia?

It's a big topic, the whole of human history, but Yuval Noah Harari attempts to cover it in this hugely readable book. From the first humans to walk the earth through the radical (and sometimes devastating) breakthroughs of the Cognitive, Agricultural and Scientific Revolutions. Harari explores how history has shaped our societies, the natural world around us, and even our personalities. Have we become happier as time has passed? Can we ever be free of the behavioural influence of our ancestors? And what, if anything can we do to affect our future?

This is a hugely ambitious book and occasionally debateable, but it is easy to read and genuinely thought provoking.

Recommended for KS4 and older.

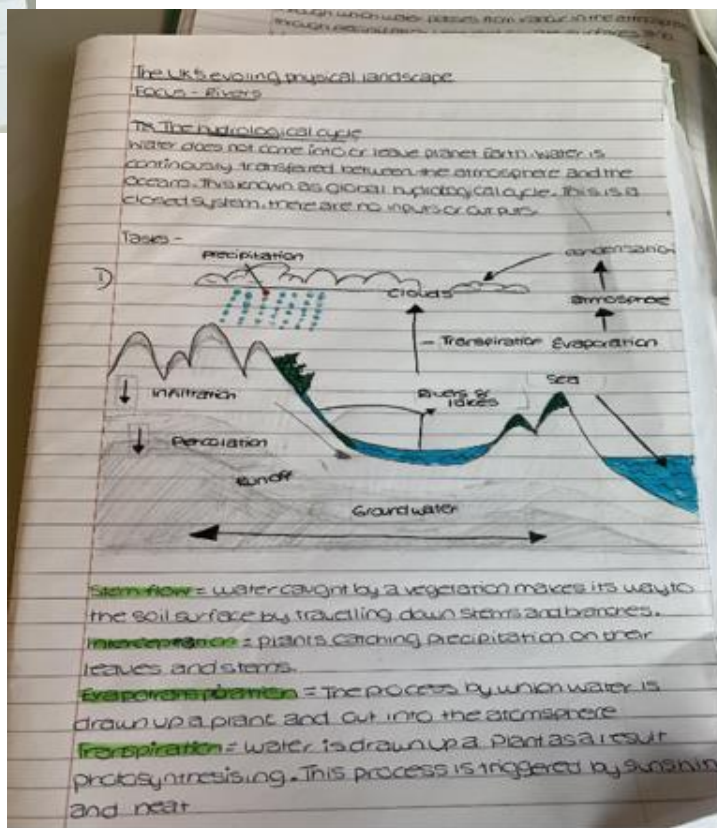
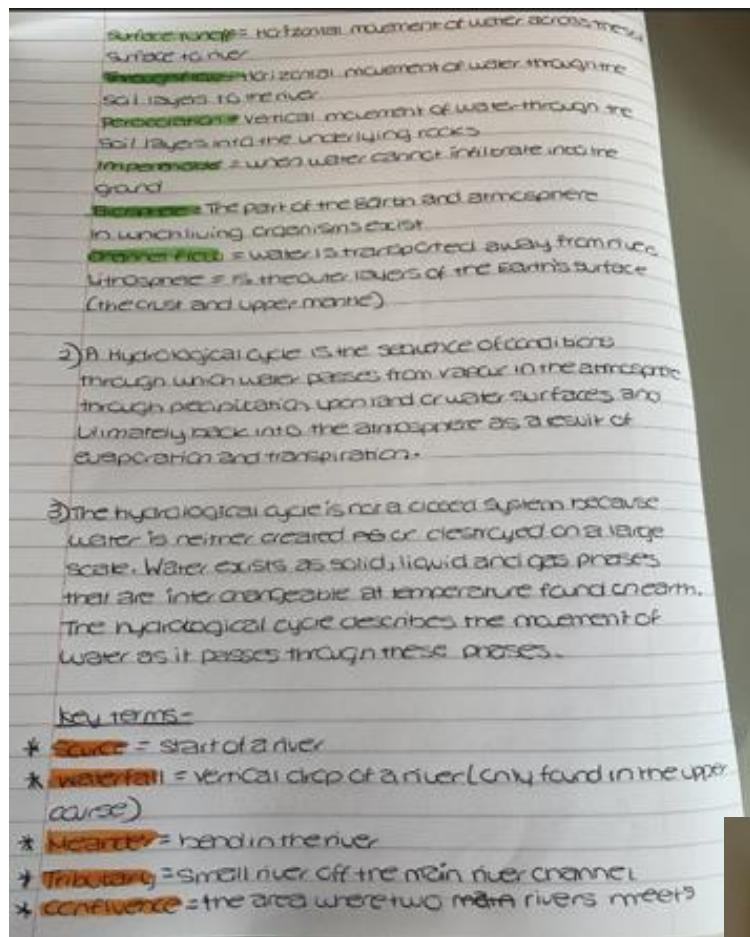
If you liked this, you may enjoy *A Short History of Nearly Everything* by Bill Bryson:



If you would like to submit a review (no spoilers) for possible inclusion here, please send it to:

j.clairmonte@trinity.lewisham.sch.uk

"Lauren Wuni in Year 10 is the Geography star of the week – she is using her time at home so productively in completing her geography work to a high standard and sending pictures of this into Mrs McLaughlin. It really is terrific to see this level of commitment & attention to detail from pupils and will it will really pay off in terms of providing her with excellent revision materials but also develops her understanding before when we are able to come back to school for proper teaching. Well done & thank you Lauren, keep up the good work for Geography and all your subjects."



YEAR 10 ARTWORK

Well done to Zarra in year 10 and Samuel in year 9 for the fantastic artwork they have submitted as part of their coursework.

Zarra has rendered a sensitive and detailed still life study, which really showcases her dedication and attention to detail. We are really looking forward to seeing more work done to this fantastic quality by Zarra, great things are to come!

Samuel has produced a very creative piece in response to 'a view from my window', which shows both his high level of skill, and his ability to take risks and communicate his ideas in a unique way.



Still life study by Zarra



A view from my window by Samuel

GEOGRAPHY DINGBATS QUIZ

Geography Quiz:- Well done to **Moses Barker for the second week running** for being the first to correctly identify all the dingbats. Well done to all those who give it a good go.

All correct answers are below.

1.Wales 2. Denmark 3.Argentina 4. Germany 5. Russia 6. Barbados 7. Thailand 8. Taiwan 9. Romania 10. Haiti 11.Madagascar 12. Estonia 13. Chile 14. Mozambique 15. Christmas Island

Dingbats- Say what you see! The pictures placed together make the sound of a word (kind of!) Just for fun; ask your friends and family to help you. Also uploaded onto Weduc if you need want to see the pictures in a larger size.

This week they are all countries.

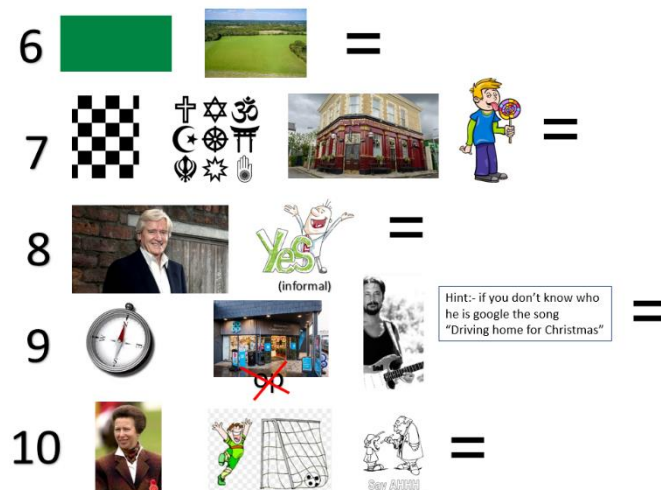
To help you get the hang of it- the answer to number 1 is:- U (it is a U bend) + a crane = Ukraine.

First one to send their geography teacher all 10 correct answers gets a mention in the next newsletter.

Challenge:- Send me ONE of your own Dingbats – must be a country- best one gets into next weeks quiz.

Answers will be published at the end of the day on Thursday on Weduc.

Remember they are all countries. Good luck....



Career Home Learning Activities with



Continue your careers learning at home with new activates and modules from **START**, the innovative online careers resource now used by **Trinity**.

Simply:

Login and go to your **profile page**.

Go to my activities and select **see all modules and activities**.

Select **Home Learning** from the module list and open the module.

Here you can find a series of **NEW** and engaging modules to work through, including:

How is Technology Changing Jobs? – Discover how technology has influenced industry and careers and how it may influence jobs in the future.

Who uses English? - Explore the different jobs that use the skills you learn in your English lessons.

Brand Journeys – Discover about the many different jobs needed to get your favourite products from where they are made to when they arrive with you.

Using Maths Everyday - Ever wondered how what you learn in your lessons will help you as you take the next step in your education or career. Discover how problem solving and maths are used in everyday life.



If your login details have been misplaced or lost please go to www.startprofile.com and follow the simple instructions to create your own account.

MINDFULNESS



Activity
Task Cards

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MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



teachstarter

PINWHEEL BREATHING

Materials: a pinwheel

1. Sitting or standing, hold your pinwheel in front of you. Focus your attention on it.
2. Take a deep breath in through your nose.
3. Breathe out gently through your mouth and see if you can make your pinwheel spin.
4. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
5. Continue for 2 to 3 minutes or until the teacher says, "Stop".



Guiding Questions

- Is the pinwheel moving quickly or slowly?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your mouth?
- Can you hear your breath?
- How does the handle of the pinwheel feel against the skin of your palm?

teachstarter

BELLY BUDDIES

Materials: small lightweight object such as a soft toy, a small beanbag or a wooden block

1. Lie flat on your back and place the object on top of your belly button. Look down towards your object.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

Guiding Questions

- Can you feel the weight of your object on your belly?
- Can you see your object moving?
- What is moving your object? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Can you hear your breath?



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SHARK FIN

1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.
2. Place the side of your hand on your forehead, with your palm facing out to the side.
3. Slide your hand down your face, in front of your nose.
4. Say "Shhh" as you slide your hand down your face.
5. Complete this once, or repeat 2 to 3 times.



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BREATHING COLOURS



1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.
2. Think of a relaxing colour. It can be any colour, as long as it reminds you of relaxing.
3. Now think of a colour that represents stress, sadness or anger.
4. Imagine you are surrounded by the relaxing colour. No longer is the air clear; it is the relaxing colour.
5. Take a deep breath in and imagine breathing in the relaxing colour. Imagine the colour filling your lungs.
6. As you breathe out, imagine that your breath is the colour of stress.
7. See the stress colour mix into the relaxing colour around you. Watch it disappear.
8. Breathe in your relaxing colour. Breathe out your stress colour.
9. Continue for 3 to 5 minutes or until the teacher says, "Stop".

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BREATH STAR

1. Spread one hand out like a star.
2. Use the index finger on your other hand to trace the outline of your star hand.
3. Take a deep breath in as you move your tracing finger to the top of your thumb.
4. Breathe out as you move your tracing finger down between your thumb and first finger.
5. Take another breath in as you move to the top of your first finger.
6. Breathe out as you move down between your first and second fingers.
7. Continue this pattern, tracing each of your fingers until you have taken five slow, deep breaths.
8. Repeat on the other hand.



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BACK-TO-BACK BREATHING

1. Find a partner. Sit with your back resting against your partner's back.
2. Sit up straight. Be still and silent. Soften your breath and shut your eyes.
3. Take three slow, deep breaths in and out.
4. In your mind, count '1, 2, 3' during each breath in and '1, 2, 3' during each breath out. Pause slightly at the end of each exhale.
5. Continue for 3 to 5 minutes.



Guiding Questions

- Can you feel your partner's back moving as they breathe?
- Is their breath shallow or deep? Fast or slow?
- Did your breath fall into sync with your partner's? In what way?

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BODY SCAN

1. Stand or lie comfortably. Keep your body straight. Be still and silent. Soften your breath. Shut your eyes or look towards your hands or the ceiling.
2. Take three slow, deep breaths in and out.
3. Focus on your feet for 5 to 10 seconds.
 - How does this body part feel?
 - Is it cold or warm?
 - Does it feel tight or relaxed?
 - Is all, or part, of that body part touching the floor?
 - Can you feel any clothing against your skin?
 - What does it feel like?
4. Move your focus to your toes, then your ankles, then your calves and then your knees. Consider the above questions at each 'stop'.



5. Continue, body part by body part, until you reach your head.
6. If you feel any tightness or stress in a particular area, imagine breathing the stress out of that body part with each exhale.

© teachstarter

MINDFUL EATS

Materials: a small piece of allergy-friendly food such as chocolate or fruit.

1. Sit straight and still. Close your eyes or look downwards.
2. Take three slow, deep breaths in and out.
3. Hold the food up to your nose and take a deep breath in. Notice the smell and how the smell makes you feel.
4. Take a small bite of the food. Let it sit in your mouth awhile before you swallow it.
5. Notice which muscles in your mouth, neck and body move as you eat.
6. Pause between each bite and notice any changing sensations in your mouth or body.
7. Continue eating your food slowly and mindfully.



Guiding Questions

- What is the taste like? Is it sweet or savoury?
- What does the food feel like on your tongue?
- Do you need to crunch it between your teeth, or can you slowly dissolve it in your mouth?
- Try taking a slightly smaller or slightly larger bite. How does this change the way eating this food feels?

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MINDFUL STEPS

1. Head outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption. You may like to take off your shoes and socks.
2. Stand still and straight. Take three slow, deep breaths in and out.
3. Take five steps in one direction, walking slowly and noticing how your body moves with each step.
4. Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.

Guiding Questions

- What does the ground feel like under your feet?
- When you take a step, which part of your foot touches the ground first?
- Does your body feel heavy or light today?
- Are you slouching when you walk or is your back up straight?



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MINDFUL SOUNDS

Materials: live or recorded sounds such as a ringing bell, nature sounds or calming music

1. Sit straight and still. Close your eyes and take three deep breaths in and out.
2. When you begin to hear a sound, concentrate on what you can hear.
3. Pay attention to whether you hear it louder in one ear than you do in the other.
4. Keep your eyes closed until the sound is completely gone.
5. If you notice your thoughts wandering, bring your attention back to the sounds you can hear.
6. After you open your eyes, remain silent until you hear a voice again.



Teacher Notes

- Students close their eyes while the teacher initiates the sound/s.
- The activity is finished when the sound has completely dissipated.

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SUPER SENSES

1. Sit or stand straight and still. Close your eyes or look downward.
2. Take three deep breaths in and out. Then, open your eyes.
3. 'Turn up' your senses to a superhuman level. You will begin to see, hear, smell, taste and feel more than an ordinary human being.
4. Focus on what you can hear. Listen intently to the sounds around you, beyond the space you are sitting in now and out in the wider world.
5. Think about what you can see. Pay attention to tiny details that you may not usually see, like the slightly curled edge of a piece of paper or a speck of dust on a table.
6. What can you taste? Is your mouth dry? Is your tongue relaxed?
7. What can you smell? Is there a strong or subtle smell in the air?



8. Notice what you can feel, such as the weight of your body on the chair, or your feet in your shoes, or the temperature of the air.
9. Keep your super senses switched on until the teacher says, "Stop".

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A MOMENT OF GRATITUDE

1. Sit or stand straight and still. Close your eyes or look downward.
2. Take three deep breaths in and out.
3. Think of something you feel grateful for today. This is your 'gratitude moment'.
4. Think about how this moment affects your life, or the lives of people around you.
5. Notice how you feel when you think about your 'gratitude moment'.
6. Let the feeling grow bigger, spreading from where it is until it fills your entire body.

Suggested Gratitude Prompts

Something that someone else did for you today

A person in your life whom you appreciate

An activity or hobby you are grateful to be able to do

A positive quality of someone who can sometimes be hard to get along with

A skill or ability you have

A part of your body you are grateful for and why

An item that you love

Something that made you laugh

What you have learned from something that was hard.



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SENSORY BOTTLE

Materials: a sensory bottle filled with small floating objects or coloured liquid bubbles

1. Shake the bottle well so that its contents are all mixed up.

Imagine that the stirred-up bottle is like your mind when you are feeling stressed, angry or upset. Just like it is hard to see the contents of the bottle clearly, it is hard to think clearly when we are upset.

2. Place the bottle down on a table.

Watch what happens when the bottle is still for a few moments.

Notice how its contents begin to settle and the water clears. Our mind and our feelings work the same way.

When we stop and are still for a little while, hard feelings feel less intense and we can see things more clearly.

Follow the falling objects or coloured bubbles with your eyes until every last one has settled at the bottom of the bottle.



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MINDFUL EXPLORERS

1. Head outside and imagine that you are an explorer in a land where humans have never been before.
2. Remain quiet, calm your thoughts and move slowly while you are exploring.
3. Turn your senses of sight, touch and sound onto high.
4. Search for a natural object or a small creature to examine.

- What does it look like?

- What colour is it?

- What does it smell like?

- Can you touch it safely?

- What does it feel like?

- How does it move?

- What shapes and lines can you see in it?



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COVID-19 STAY ALERT

Catch it, bin it, kill it

Use a tissue and cover your face if you sneeze or cough



Working together to help keep everyone safe



COVID-19 STAY ALERT

Keep your distance

Leave a good amount of space between you and others



Working together to help keep everyone safe



COVID-19 STAY ALERT

We are following social distancing guidelines



Keep your distance

Leave a good amount of space between you and others



Wash your hands

with soap and water for at least 20 seconds



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Use a tissue and cover your face if you sneeze or cough



Be kind

to our staff and each other - remember we are all in this together

Working together to help keep everyone safe

Stay Alert
to reduce Covid-19 spread



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Be kind and stay safe
Remember we are all in this together

Please keep your distance
Help protect our pupils and staff



COVID-19 STAY ALERT Working together to help keep everyone safe

