

1:1 Strategies and Activities

Transition activities

(Between classroom and nurture room)

Start

Move like a... jellyfish / robot / ice skater / spaghetti / dancer / soldier, etc.

Walk tall / wide / lightly / heavily, etc.

Star jump every 10 steps.

Walk with spaghetti arms.

End

Play physical game at end of session.

Regulate

(Brain stem level. Sensory work to enable child to relate to adult)

(Start quiet and slow to up-regulate for withdrawn children, or loud and fast for noisier children. Match starting point to child's level of excitement and bring down / up to regulated level.)

Lollipop

Say lollipop with different tones of voice – children to copy to either up-regulate or down-regulate.

Popcorn

Children hold edges of blanket with pompoms / cotton wool balls. Turn on gas = bounce pompoms like popcorn popping. Keep control and slow children down by turning gas off. Gas back on etc.

Hand stack

Go slow or fast to regulate.

Hot potato

In this order:

Hot – pass bean bag quickly around the circle.

Cold – pass bean bag slowly.

Light – hold bean bag up high to pass around.

Heavy – hold bean bag low.

Baby potato – rock bean bag before passing it on.

Bubbles

Bubble tennis – blow back and forth.

Pop with finger / thumb / elbow / head, etc – use big movements and small movements to regulate. Also

blow feather / cotton wool ball / bubbles to partner.

Puppets

Use puppets to regulate group and remind children of group rules, etc.

Send the weather

Leader wiggles fingers and says she's making rain. Pass the rain around the circle until everyone is wiggling fingers. Then change the weather to thunder and pass it around (slapping knees) or wind (wave arms fast or slow for a calm breeze). Finish by having the sun come out and pass it around – breathe in as you raise your arms, and out as you bring them round in a circle.

Noisy body parts

Start with adult role modelling activity with each child, then children work in pairs around the circle. Move arms, bend elbows, move hands, fingers, etc and make creaking / popping / pinging noises, etc.

Tin foil

Wrap it around a hand / foot / arm / leg, etc and guess whose it is.

Zip and zap games

Say zip and gesture to right – repeat around the circle.

Introduce zap and gesture to left.

Pow – throw it across circle, then child can choose zip or zap.

Boing – send it back again.

Fishy game

Mr Fishy how are you?

Creative Visualisations

237, Quality Circle Time

Quality Circle Time

Relax Kids

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More

Sausages

Ask children questions and all answers must be 'sausages'. Choose new question master from any children who don't laugh. Alternatively, anyone who laughs has to take over as question master.

Pass the squeeze

Sit in a circle, holding hands. Squeeze the first child's hand and they pass it around the circle. Pass it fast, pass it slow, pass two squeezes, pass one squeeze then start another when it's halfway around the circle. Pass one squeeze one way, and another the other way. Always make it a gentle squeeze.

Relaxation

Tense then relax muscles in feet, hands, shoulders, stomach, mouth, etc.

Belly breathing

Lie on back with soft toy on your tummy and rock them to sleep with your breathing.

Butterfly hug

Tap alternate hands on collar bone, like the flapping wings of a butterfly.

Colours

Choose a soothing, relaxing, calming colour. Imagine it filling your body and calming your mind.

Facial expressions

Use facial expressions to show emotions.

Hide nose and mouth with a scarf, then show emotion just with eyes.

Rhythms

Rhythmic clapping / tapping

Tooty-ta

Play doh

Talk about how it feels, etc.

Create model and talk about it.

Make faces to show emotions.

Make model to show how emotions feel, e.g. sadness / fear / anger / worry.

Keep model for use later in session, eg child had modelled sadness, and adult offers to hold it for them for a while.

Therapeutic Treasure Deck - Grounding, soothing, coping and regulating cards

Feathers

Decorate each other's hair.

Feather drop - drop feather from high up. Child has to catch it. Blow feathers back and forth.

Hold a cushion each - score a goal by blowing feathers onto the other person's cushion.

(Controlling breathing to regulate.)

Relate

(Limbic system. Connect with child and find out more about them)

Superhero

Child draws self as a superhero.

Child Map

Talk about likes / dislikes / family members / hobbies / friends / home / school.

Make map of the child based on answers (could draw around child and write answers on picture.)

Initials

Child writes initials on paper in large block letters, and fill them with words and pictures to show the things they like.

A day in your life

Label a big clock with what the child would be doing / how they would be feeling at different times of day. (Could have a morning and an afternoon clock.)

Feelings pie chart

Divide up a pie chart into sections to show the child's feelings, and how much of the day they feel that way.

Scaling questions

How ----- do you feel, on a scale of 1 - 10?

Mini figures / finger puppets

Choose them to represent family and arrange them on table. (Provide a variety of human / non-human figures. Adult must not join in or touch figures.) Child picks self first, then the people (and pets) they live with. Ensure same figures are available for another week (photo / note down which are used). Show me your classroom / home / friends. If you had a magic wand, what would you change about your scene? Take photos for CPOMs. Draw round figures and label with names. Ask who is the good one? Who gets in trouble the most? What might this person say to this person? What might the child say to each of the other figures if they could say anything they wanted? What 3 words would you use to describe mum / dad / brother / sister. Look at position, chosen figures, faces.

Make a desert island. Who would go on it with you?

Masks

Blank white masks - draw, decorate and label what people see on the outside and what is on the inside.

Therapeutic Treasure Deck - Sentence completion and feelings cards.

Use facial expressions to show emotions on cards.

Hide nose and mouth with a scarf, then show emotion just with eyes.

Set up cards as obstacle course. When you find a certain emotion, you do a linked action, eg disgust = hop, hurt = crawl.

Sentence completion - set up cards before session, being aware of high / low risk cards. Can use them for regulation / child in crisis, but only use them once you know the child.

Protective Palm

Draw around hand. Write on it who / what / where makes them feel safe - 5 things.

Wands

Make a wand and say what you would use it for. What would you change?

Dream catchers

Make dream catchers and say what dreams they would look after, and what nightmares they would keep out.

Ice cube tray

Write calming strategies on stickers in each section. Child blows ping pong ball into the one they will use.

Chocolate box

Fill empty spaces with pieces of paper listing happy memories.

Snakes and ladders

What would be a snake for the child? What could be a ladder? Make a personalised game together.

Obstacle course

Create an obstacle course together, and talk about what each obstacle represents for the child.

Measuring

Measure height / around heads / along arms / shoulder to shoulder, etc. Use streamers / fruit winders, etc.

Pipe cleaners

Make something to represent your feelings. Make a gift using three pipe cleaners and wear it all day.

Categories

Sort, organise, categorise toys, etc

Play doh

Talk about how it feels, etc.

Create model and talk about it.

Make faces to show emotions.

Make model to show how emotions feel, e.g. sadness / fear / anger / worry.

Keep model for use later in session, eg child had modelled sadness, and adult offers to hold it for them for a while.

Emotional literacy

If you were the weather, what would you be? (Also use transport, shoes, etc.)

Choose an emotion card. What would this feeling look like? (What colour? What shape? Use metaphors, etc.)

Make a box of feelings - one for adult, one for child. All feelings need to go in, including negative ones.

Foam floor jigsaw pieces - attach feelings with velcro. Use them to build problems. How big is this problem for you?

Make a pie chart of feelings in the child's day. How much of the day do you feel each emotion? How can we take a piece out / minimise it?

Feelings walk - draw a landscape of hills and valleys. Label hills with positive feelings and valleys with negative feelings. Talk about what kind of events might put us on top of a hill, and what would take us down to a valley.

Reason

(Pre-frontal cortex)

Talk about issues.

Avoid praising child for 'holding it together.'

Speak gently about atmosphere at home and how they'd like it to be.

Tell them they're safe ONLY if they are.

Use activities in Hello Happy / No Worries, etc.

Ask child to talk to themselves positively, softly and kindly. Say, "I am..." "I can..." "I will..."

"Things are different now, because..."

Talk about then, now and future.

Hannah was very withdrawn in group, hiding behind her hair, and seemed very downhearted. She said that Max has been continually whispering to her and taunting her.

She has mentioned this before, and said that Mr Warman is aware of it, but hasn't been so low about it before. She said that Max mostly says things that aren't true, e.g. that Hannah is really naughty / is in trouble / has had a warning when she hasn't.