

	Lesson Plan/Activity	Resource	Facilitated Questions/ Plenary
<p><b>Lesson 3 - Anchoring</b></p> <p><b>Session Objectives / Key teachings:</b></p> <ul style="list-style-type: none"> <li>Learn what Anchoring is in the classroom.</li> <li>Learn why Anchoring is important for child/children /classroom.</li> <li>Learn about ANCHOR people.</li> <li>Learn why ANCHOR people might be important when getting ready to RELAX.</li> </ul>	<p>In this session we explore ANCHORING and what this is in the classroom. We explore what Anchoring looks/feels like for each child. You will Anchor the class at the beginning of each session to get ready for the micro lesson. Introduce the word so the class becomes familiar with ANCHORING.</p> <p><b>Exercise 1:</b> Explain that you are going to play a game to Anchor the class. We are anchoring by playing games to establish caring connections in the classroom.</p> <p>Choose an Anchor game: 1. John John John OR 2. Name and Clapping rhythm</p> <p>Now that we are ready let's watch the video.</p> <p><b>Play Video 3 - Anchoring</b></p> <p><b>Exercise 2:</b> REFLECTIVE Questions:</p> <p><b>Q. Can you tell me what an Anchor does?</b></p> <p><b>A.</b> It keeps the boat safe - during a storm.</p> <p><b>Q. Why is the Anchor so important to the boat?</b></p> <p><b>A.</b> The boat can drift off and/or get into trouble without it. It is reliable.</p> <p><b>Q. What can we do to Anchor ourselves?</b></p> <p><b>A.</b> Play a game, think of a nice memory/place, connect with people and each other.</p>	<p>Anchor People sheet</p> <p>Activity - Name &amp; clapping rhythm</p> <p>Activity - Your Anchor person</p> <p>Activity - I am John and I love Jumping</p> <p><b>AMBER Dance Song</b></p> <p>Anchoring Theory:</p> <p>An anchor is defined as 'something that is used to hold onto another thing securely'.</p> <p>ANCHORING oneself is the most essential first step in delivering a Fresh Little Minds Programme. Stress transmits in every direction, from leader to child, child to leader and child to child. We ANCHOR ourselves first, then we ANCHOR the class/group. Once we are settled and have grounded our own dysregulated energy we are free to attune to the needs and support the children in our care to regulate through co-regulation. By working in the moment leaders are able to fully receive the children in their care. This enables the children to feel safe and secure with their leader.</p> <p>In the case of a leader it is their role to be able to hold space for a young person to be how they are, however they are and for the leader to help them feel secure enough to do that. Children do not want to feel embarrassed,</p>	<p><b>Q.</b> Who can remember what AMBER stands for?</p> <p><b>Q.</b> What did you do to RELAX at home?</p>

**Q. Can you remember what you call a person who keeps you safe and you can rely on?**

**A.** An Anchor person

**Q. What are Anchor people like?**

**A.** Caring, Fair, Gentle, Supportive, Calm, Strong.

**Q. When might we need our Anchor people?**

**A.** When you want to go to new places or try something new.. When you feel worried, scared, lonely.

Everybody has an Anchor person. Let's think about your Anchor person. Ask the class to complete the Anchor worksheet. Who is/are my Anchor person/people? **(5 mins)**

**REMEMBER:** Keep each child's sheet to go into the passport (page 1)

**Exercise 3:** Your Anchor person. **(5 mins)**

**Exercise 4:** Play this game after the exercises to Anchor the class together: "I am John and I love Jumping" go around the class. **(3 mins)**

Ok - we have now Anchored ourselves, Anchored to each other and Anchored in the classroom. We are ready to move on and get ready to relax!

Let's listen to the **AMBER dance** to remind us of all the things that AMBER stands for.

**Play the AMBER Dance Song** (1.5 minutes)

they want to be able to take risks but need to feel safe to do so. Children are wondering, do the adults have my back, am I safe? This is why Anchoring ourselves and the children in the class is important in order for learning and relaxing to occur.

When we notice that a young person has become dysregulated, we can help them rebalance themselves by tuning in to their emotions. Our body language similarly can match the child's. Once attuned, we can gradually model a way out of that dysregulated state, starting to relax our bodies and scale down our tone of voice. Through showing empathy and the capacity to actually understand/share the feelings of another and see something from their perspective we get to develop the relationship further. Anchoring helps develop healthy relationships enabling children to feel positive about learning, trying new things, taking on challenges, making mistakes, asking for help and improves academic results and achievements.

	<b>END of LESSON 3.</b> Move straight on to <b>LESSON 4</b> if time permits.		
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