








Activity Name	How to do this activity	RELAX Lesson	A M B E R
John John John	Everyone in a circle. Stand in the centre to explain that you will choose someone's name to say 3 times e.g. "John, John, John." "John" must then shout his name out ONCE before you finish saying it 3 times. If "John" is quick to say his name before you have finished, you call another name from the group (3 times). If "John" is too slow and you get to the third "JOHN" before he says it once, then "John" takes your place in the centre of the circle. Then "John" chooses another group member name to call 3 times.	(Welcome to Relax) Lesson 2	
Name & Action	Each child will in turn say their name and act out their way they like to RELAX. In turn each say "My name is and I like to relax by..... (show us by acting this) The entire group then repeats their name and action back to them. "You are and you like to relax by"	(Welcome to Relax) Lesson 2	

Activity Name	How to do this activity	RELAX Lesson	A M B E R
<p>Name and clapping rhythm</p>	<p>With everyone in a circle the facilitator will start clapping a simple slow rhythm and ask the group to clap and follow, keeping the rhythm slow and steady.</p> <p>Introduce your name to the group using the rhythm on each syllable e.g. 'I am Patrick'. Ask everyone to copy/respond. Practice this a few times until the group get the hang of speaking with the rhythm of the clap. Move around the circle with each person in turn saying their name "I am ____" and getting the group to respond with "you are -----" with the rhythm. There can be pauses between participants as they get ready to say their name and find the beat.</p> <p>*Try clapping your hands twice then twice on your chest or thighs*</p>	<p>(Welcome to Relax) Lesson 3</p>	
<p>Your Anchor person</p>	<p><i>Teacher script for short guided visualisation to imagine their Anchor person.</i></p> <p>Ask the children to sit comfortably on their chair or on the floor. Ask them to close their eyes or gaze down at their hands/the floor. Ask them to take a couple of breaths, breathing in and breathing out. Take a moment to notice your breath. Then ask the children to think about their Anchor person (choosing one today). Ask them to say their Anchor's name silently to themselves. Ask them to imagine what they are wearing.</p> <p>Ask them to think about what they smell like. Ask them to imagine them saying something kind/caring to them.</p> <p>Ask them to imagine them giving them a hug or holding their hand.</p> <p>Ask them to give their own hands a squeeze or themselves a hug. Keeping their eyes closed for now or their eyes looking down ask them to remember how safe they feel at this very moment.</p>	<p>(Welcome to Relax) Lesson 3</p>	

	<p>Say to them in a few moments they will be coming back to continue their day feeling safe, secure and ready to learn and explore their school day. Ask them then to bring hands up to cover face, blink their eyes a few times and then lower their hands. (5 minutes)</p>		
<p>“I am John and I love Jumping”</p>	<p>Each child will in turn say their name and act out what they love. In turn each say “My name is and I love..... (show us by acting this out) The entire group then repeats their name and action back to them. “You are and you love The game is completed when everyone has taken part saying their name and something they love.</p>	<p>(Welcome to Relax) Lesson 3</p>	

Activity Name	How to do this activity	RELAX Lesson	A M B E R
<p>Shake it Out (Shake, Stretch, Breathe, Speak sequence)</p>	<p>Ensure children have enough space around them to extend arms and legs. Raise their right arm first and shake it counting down from 10 (or begin from a lower number) Repeat this action with left arm, then right leg and then left leg. Repeat working through 9, 8,7,6,5,4,3,2 and finishing with 1 right arm, 1 left arm, 1 right leg, left leg. Your group will feel warm, awake, excess energy will have shifted and they will be more able to focus on your session</p>	<p>(Ready to Relax) Lesson 5</p>	
<p>Stretch it out (Shake, Stretch, Breathe, Speak sequence)</p>	<p>Use Your Stretches: Stretch to the Sky Stretch/Reach for rainbow Tippy Toes – stretch and balance Leaning forward at hip....</p> <p>Use these in fun and interesting ways: Get creative, and as silly as you like!</p>	<p>(Ready to Relax) Lesson 5 & 9</p>	

Breathe (*Shake, Stretch, Breathe, Speak sequence*)

Pretend to give each child their own imaginary flower and a windmill. If the group is large share the flowers and windmills asking the children to work in groups/teams. Holding the flower in front of their faces they "smell" the flower, taking a big breath in through their noses. They then blow the windmill. Repeat a few times, smell the flower breathing in through their nose and blow the windmill, breathing out through their

(Ready to Relax) Lesson 5 & 9



Speak it/Voice (*Shake, Stretch, Breathe, Speak sequence*)

AEIOU warm up

The group follow you saying the vowels of the alphabet. Sing AEIOU - repeat and each time raise the pitch. You can play around with this - try it backwards as the voices in your group are warming up.

Chewing Toffee warm up



Ask your group to imagine that in their mouth was a huge piece of sticky toffee that they are really enjoying chewing. Exaggerate the movements of the jaw and face muscles so they are now ready for a vocal work out.

Rainforest

Ask the group to copy you as you introduce sounds from the rainforest e.g. clicking fingers, blowing wind, whistling storms, stampy feet thunder, chirping birds, playful monkeys, roaring lions, dripping water. Introduce each sound and let it travel around the group - notice how the sounds increase. When the first sound reaches you, change it for a new sound.

(Ready to Relax) Lesson 5 & 9



Activity Name	How to do this activity	RELAX Lesson	A M B E R
Feelings and your Body	<p>Use PDF provided to explore feelings and where they might feel that emotion in the body.</p> <p>Slide 1: A body image</p> <p>Slide 2: Emoji – ask the children to identify the feeling/emotion</p> <p>Slide 3: Emoji & body image – ask the children – where they might experience that feeling in their body. It may be in more than one place, but they can pick the main one.</p> <p>Repeat for other feelings. Younger children may instinctively know where they feel the emotion in their body, older children may think everything is in their head and may need more encouragement to discuss where they “feel” the emotion.</p> <p>Angry Scared Frustrated Happy Loved Sad Hungry Worried Nervous / Excited</p> <p>See <i>Feelings And Your Body Slide Show/PDF/Movie resource</i></p>	<p>(Ready to Relax) Lesson 6</p>	
Energy Check In	<p>Use an Energy Check In to gauge where your class energy is.</p> <p>Go around each class member and ask what colour energy they have and where they feel this is their body?</p> <p>'I've got Blue in my neck, I've got red in my belly....'</p>	<p>(Ready to Relax) Lesson 6</p>	

This builds a culture of you allowing children to check in and express where their energy is, so you can pick up on any stuck energy in any children and address through an Anchor or Move exercise.

OR

Use a drawing of a human figure and have a series of coloured shapes/cards and blue tac beside them. Ask the children choose coloured shape and stick on the body where you feel your energy is today.

NOTE: you can use Energy Check Ins to monitor children who might need extra support

Activity Name

How to do this activity

RELAX Lesson

A M B E R

Breath Energy Sequence:

Colour Breathing

Breathe while visualising with colour, can be linked to affirmations. With the group comfortable, bring their attention to their breathing. Suggest that when other thoughts, images, sounds or sensations come to mind, we can just notice them, and then gently bring your attention back to your breathing and the colour.

1. Breathe in red from the earth, imagine it rising from the ground through your whole body giving you strength and courage. Visualise a deep rich red, perhaps in the form of light, or mist. Allow the colour to travel up through the body and out of the top of the head and then back down again to the earth.
2. Breathe in orange and feel all its creativity and liveliness come through your body.
3. Breathe in yellow, filling your body with strength and energy, with warmth and vitality.
4. Green goes straight to your heart, surrounding you with calm, like a loving hug all over your body.
5. Blue is absorbed from the sky, breathe this peaceful blue deeply and feel it move through your mouth and into your throat releasing you of any heavy feelings leaving content and calm.
6. Indigo light purple allows you to see for miles and miles, seeing your dreams and your future. Let the indigo mist travel into, through and all around your body and float out through the top of your head.

(Ready to Relax) Lesson 7 & Lesson 16.2



7. Deep Violet purple surrounds you with warm feelings for all the people and animals, plants and trees and places on the earth you love, it fills your arms and your fingers with tingles of magic.

8. Finish by seeing yourself being surrounded by and floating in a sea of pure white light, this gives you protection, breathe it deeply into your belly to feel cleansed and settled, ready for anything!

Breath Energy Sequence:

Belly Breath

Standing up, hands on your belly
 Do a big breath out, blow all the air from your lungs for as long as you can –
 Feeling your tummy going all the way in...
 Then breathe in through your nose...
 Imagine the air filling your tummy making it big like a balloon
 Blow out – with your belly button going all the way in....

(Ready to Relax) Lesson 7



Breath Energy Sequence:

Counting Breath

With children sitting comfortably, they can place their hands on their belly. We will be using breathing as an anchoring point to be fully aware in the present moment and become focused on their senses. Invite children to breathe in through the nose for a count of three and out through the mouth for a count of four. Amazing extra strong smell, sight, hearing, taste, and touch. Bring their awareness to one of their senses e.g. hearing, and really tune into all the tiny details you can hear in the room, and from outside. Return awareness to the breath and change to the next sense if desired.


(Ready to Relax) Lesson 7 & Lesson 11




Flower Windmill

1. Give each child a flower and a windmill. If the group is large share the flowers and windmills asking the children to work in groups/teams.
 2. Holding the flower in front of their faces they “smell” the flower, taking a big breath in through their noses.



	<p>3. They then blow the windmill. Repeat a few times, smell the flower breathing in through their nose and blow the windmill, breathing out through their</p>		
<p>Rollercoaster</p>	<p>1. Ask the children to hold up one of their hands with the fingers spread apart. 2. Using a finger from their other hand they trace their finger up and down between each finger like a rollercoaster car going up and down the hills on the track 3. Then introduce the breathing with the movement. Breathe in as finger goes to the tip of the thumb, pause at the top, then breathe out as finger slides down in to base of first finger. Breathe in finger slides up to the tip of the first finger, pause at the top then breathe out as finger car slides down to base of middle finger. Repeat to base of little finger.</p>		

<p>Energy Ball</p>	<p>Pass an imaginary energy Ball between everyone in the class, watch how the energy changes shape and size. You can also change the energy at any point. See below for examples.</p> <p>'Ok children, I want to if we can feel both big and small energy! I want you to imagine that we are going to pass a very special ball around the class today – so special that only you can see it and it's so special it can also change its shape an energy!</p> <p>I'm going to pass it around by 'throwing' it to you – when you catch it you'll feel just what it's like, you can then throw it back to me! I want to imaging its energy is making it so heavy – what might that be like to hold?</p>	<p>(Ready to Relax) Lesson 8</p>	
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<p>Activity Name</p>	<p>How to do this activity</p>	<p>RELAX Lesson</p>	<p>A M B E R</p>
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My Animal Brain

Amber the puppy is great at introducing this by asking the group a question like... What does a puppy do when it flips its lid? How do we help puppies settle and calm down?... what do they need?

What about people, are we like puppies? - Do people ever flip their lids? What do we need when that happens?

Working with Dan Siegel's hand brain analogy: Pick a little animal puppet and put it on your thumb - I have a little hippo and tell the group when life is not going well or I'm feeling excited or scared or angry - this is some of what my little hippo says and does.... "I don't want too! No! I can't sit still! Sometimes it kicks bins and thumps things"

What does your little animal say and do when life is not going their way? When life's not fair, when you're feeling yucky inside?

What do our little hippos need to help us feel better? If you flip your lid maybe your little Hippo needs a hug.

Imagine this hand is your brain -hold up your clenched fist. The thumb is like the bit of the brain where our feelings live, our Hippocampus. When that bit gets all excited and jittery, we flip our lids (the four fingers). Our lid is the bit of brain in charge of remembering and talking to people and thinking what's best to do next – our Prefrontal Cortex. When our lid flips off, we need to calm our little hippo to get it back before we can do those things

How can we calm our Hippo? With a Hug!

Then wrap your fingers over the little puppet on you thumb giving it a "brain hug". Then chat to the children about what ways they can give their brain a hug if they are very excited, upset or angry.

We need to know that when we flip our lids, our brain sends out stress chemicals into our bodies which attack and really harm our bodies and stop our brains from growing fully.

Two of these are called Adrenaline and Cortisol.

In Fresh Little Minds we look at ways of helping our bodies to feel better, because it's how we keep healthy and our brains grow well when we feel better.

What times in life do you flip your lid?

(Move, Move, Move) Lesson 9




Brain Tricks


Play these following games as Brain Tricks!

- Rubbing tummy and patting the head at the same time

(Move, Move, Move) Lesson 9



	<ul style="list-style-type: none"> • Say Yes and shake head Say No and nod head <p>Touching fingertips – Arms outstretched point fingers towards each other and bring fingers together aiming to touch finger-tips.</p> <p>Don't say Yes or No – Ask simple closed (yes/no) questions to children – they must answer, but don't answer with yes or no! e.g Did you eat breakfast today? Is the grass green?</p>		
<p>Laughter Raggy Dolls</p>	<p>Laughter Raggy dolls - Taking a big breath in through the nose and raise the arms up into the air, then breathing out flop arms down to the ground while making a laughing sound, hanging and swinging hands and arms with head lowered like a floppy rag doll. Laughter tricks the brain into feeling good, laughter triggers the release of happy chemicals (NK cells, endorphins, serotonin, growth hormone and interferon-gamma (IFN)) that boosts the immune responses, particularly components related to anti-viral and anti-tumour defences and so we are better able to fight illness and disease. It also lowers stress hormone (cortisol) levels.</p>	<p>(Move, Move, Move) Lesson 9</p>	

<p>The Chemical Challenge</p>	<p>No1: Ask the Class to act, move, sound like brain chemicals</p> <p>Act like Cortisol. Cortisol - this is released in response to stress, Cortisol is produced in the human body by the adrenal gland situated atop the kidneys, explain where this is in your body – but you can't see it!. The release of cortisol is controlled by the hypothalamus, a part of the brain. If you get too stressed and have too much cortisol in your body can weaken your muscles, make you thirsty and moody! Cortisol doesn't want to get up, feels weak and thirsty and is moody not want to play! Ask them how Cortisol might act if it were a person?</p> <p>This time you will describe Adrenaline. Adrenaline is a hormone released from the adrenal glands and its major action is to prepare the body for 'fight or flight'. Explain where the gland is in your body. You might get this if you are really anxious or worried. It's like having a burst of energy through your</p>	<p>(Move, Move, Move) Lesson 10</p>	
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body. Adrenaline will make you want to get this done as quickly as possible. Ask the group how Adrenaline might act if it was a person. Ask No 2 to act like adrenaline and ask them to try to complete the sit down and stand up as a pair.

Describe **Dopamine** – this is a helpful chemical and will make the task of standing up together easier.

Dopamine is a transmitter in your brain, it is responsible for you like, loving and dreaming big! It's what's get released when you complete a task or doing something really pleasurable like winning a football match, eating a lovely bar of chocolate or helping someone!

This time we'll see if we can increase our Dopamine level in our brain by working together to sit down and standing up! Ask them how Dopamine might act if it were a person.

No 2: Split group into pairs - ask them label each other no1 and no. 2




Explain they are going to have some fun experiencing what it is like to have your brain release chemicals into your body – one of you in each pair is going to act as that chemical while you try to complete a physical challenge!


First explain the challenge – get the pairs to stand back stand back to back and link arms at the elbow. Their backs should be touching – but not their legs. The aim is to be able to sit down and stand up together as a pair without unlocking your arms.



- Ask them to sit down and try to stand up with No 1 behaving like Cortisol.
- Ask No 2 to act like adrenaline and ask them to try to complete the sit down and stand up as a pair.
- Ask No 2 to act like Dopamine and sit down and stand up as a pair – they should complete the task at this point.


REFLECTION: Ask the group are there times when these chemicals might be helpful or unhelpful?


When might you need to 'act' like adrenaline, when might you need dopamine.

	<p>EXTENSION – Gather the participants in a large group – all link arms at elbows – try sitting down and standing up together to get the dopamine flowing.</p>		
<p>Clap when I do.</p>	<p>Place your hands out stretched as if you are ready to clap and ask the class to focus on you copying your pose. Explain that you are going to clap, and all the class has to do is clap when you do. You can build anticipation but waiting a while before your clap, and you can do some false starts by moving your hands but not clapping. The aim of the game is to result in the group clapping at the same time as you, resulting in a Dopamine hit!</p>	<p>(Move, Move, Move) Lesson 10</p>	
<p>Tricky Feeling Fruit Salad</p>	<p>Give each child a colour/feeling - these can be cards if you want, you can also add more colours/feeling. Give each colour/feeling a movement and explain/demonstrate the movement to the class.</p> <ul style="list-style-type: none"> • Blue / Worry - Stand Up • Red Anger - Hands on Head • Yellow Shy - Stand on one leg • Green Sick - Clap 3 times • Tricky feeling fruit salad - all stand up and wave arms <p>Call out colours and/OR Feeling - each time the colour/feeling is called the children who are that colour/feeling will respond with their movement.</p> <p>You can also call Tricky Feeling Fruit Salad and the whole class jump up and wave their arms</p> <p>Extension: Try this speeded up or in slow motion.</p>	<p>(Move, Move, Move) Lesson 10 & Lesson 11</p>	
<p>Bin the Bad stuff</p>	<p>The “Bad” Stuff - we want to acknowledge the not so positive things we may say, hear or think about ourselves or others. In this activity we write or draw something that brought up some tricky, icky, sticky feelings. We then scrunch that piece of paper up into a ball and throw it at the rubbish bin.</p> <p>The children then write or draw something positive about that same thought or situation.</p> <p>This will include:</p>	<p>(Tickle, Touch & Tap) Lesson 12</p>	

	<p>An Anchor person they can talk to. Positive words to describe themselves e.g. I can do this, I am strong, I can learn, I can ask for help, I am safe Something they can do to help themselves e.g. a move activity, a breath activity, an anchor game</p> <p>The aim of this is to improve how they feel about themselves and the thought/situation. This is to reframe a tricky feeling or situation into a positive one.</p>		
<p>Juggling Positivity</p>	<p>Hand out a piece of paper with a short positive statement on it. The leader will go first, you say a positive saying and read it/address it to someone in the class, then that person who has received the positive statement reads their positive statement to the person on their right hand side – go around the class until everyone has read a statement and had one read to them!</p>	<p>(Tickle, Touch & Tap) Lesson 12</p>	

<p>Pass the clap / Catch the clap</p>	<p>With everyone in a circle, teach the concept by getting everyone to watch you and clap at the same time - vary the speed and delay. Then begin passing by turning to face the person to your right and try to clap at the same time as them. They turn to face the person on their right and try to clap at the same time, so passing the clap round the circle until it reaches you again. (As group confidence builds you can encourage them to increase the speed, or add another clap when the first reaches halfway round the circle, then another.) You can change directions and vary the speed until everyone is concentrating and working together.</p>	<p>(Tickle, Touch & Tap) Lesson 13</p>	
<p>Icelandic Clap</p>	<p>Gather the children in a circle and ask them to copy/follow you. You will mimic the Icelandic soccer chant, clapping while making the HA sound at the same time. Repeat the clapping, breathing and chanting, varying the volume and speed. You can even combine with movement e.g. walking and stamping. Repeat as many times as you feel</p>	<p>(Tickle, Touch & Tap) Lesson 13</p>	

	<p>required and end with some little clapping or finger clapping to lower the energy and return focus to you. You will have generated energy within the group, practiced diaphragmatic breathing and moved out any excess or stuck energy whilst having fun.</p>		
<p>Finger clap - big clap - small clap</p>	<p>Demonstrate a little clap and ask children to give it a go without making any noise. Encourage the children to notice the feelings in their hands as they clap very gently and quietly. Demonstrate clapping fingers and ask everyone to join in. As they are finger clapping ask them to notice what they are feeling in their fingers, minds and bodies.</p> <p>NOTE Remind children they can do little clapping and finger clapping at any time, even in school if they are feeling worried, frustrated or agitated.</p> <p>EXTENSION: Take the role of a conductor, raising and lowering your hand you help the group gradually increase the clapping noise then gradually lowering the volume of the clapping until it is silent once again. (keep in mind little hands can get sore/tired)</p>	<p>(Tickle, Touch & Tap) Lesson 13</p>	

<p>Finger stories</p>	<p>Children imagine a face on their finger/fingers. It can be an upset face, worried, sad or scared face, but imagine it might have a tricky emotion. Place hands palms together and starting with the index fingers ask the children to tap their finger with the finger on the opposite hand to help the "finger face" feel better.</p> <p>The finger can tap giving a hug or pressing the fingers together really hard to make them feel better. Then they imagine the finger with a happy/content/joyful face.</p> <p>Go through with each finger, tapping middle, ring and little finger, turning sad finger faces into content ones through tapping and hugging.</p>	<p>(Tickle, Touch, Tap & Hugs) Lesson 14</p>	
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Body Scan & Breathing Meditation

See Meditation and Guided Relaxation Resource for full instructions. There are also additional scripts for guided mediations and relaxations

(Tickle, Touch, Tap & Hugs)
Lesson 15



Name That Smell!

Children identify different smells from the object you have brought in and how they make them feel.
You need to prepare and bring in some items that have an identifiable aroma that the children can smell. Keep the items hidden until the class are seated, then ask them to close their eyes as you bring out the object and walk it around the classroom. Once you have been around the children ask what can they smell?
Here are some examples: Cut up/peeled orange, Hot coffee, Toothpaste, Banana, perfume/soap/ onion, Playdoh, Sweets
Once you have recognised all of the smells you can discuss which smells:

- Was liked/Not liked
- What the smells reminded you of?

It's also likely you will also have some useful objects around the classroom.

- Crayons, Coffee, open pot of glue, paint, school uniforms etc.

We also recommend that you consider the use essential oils. These bottles have powerful aromas that can be diffused in the classroom that can benefit children in calming and restoring. They are also chemical free. You may like to use:

- Lavender, Lime, Peppermint, Wild Orange and Cedarwood

(Aroma Vibes)
Lesson 16.1



My Favourite Smell

Give each child a favourite smell sheet and some coloured pens/crayons/markers. The class are going to create a smell sheet to
Ask the class to think about their favourite smells – what makes them feel good. Once they have thought of this ask them to draw a picture and colour it in. Repeat
My Favourite smell is...(Draw picture)
And it makes my body feel...(write some words)

(Aroma Vibes)
Lesson 16.1



Smell and memories

What is the worst Yucky, tricky smell? (draw a picture)
Smelling _____ (a smell) makes me feel _____ (feeling /emotion + action)
Smelling (cut grass) makes me feel (happy and like running around)

My Memory Smell is _____ and reminds me of _____ (complete after the smell and memories exercise)

Using a selection of the images (hospital, school, café, grass) on the white board or as printed sheets – Ask the class to describe what this smell makes you feel and where in the body?
Ask what memories, if any do these or other smell/s make you remember.
Swimming Pool, Dog, Cows, Chocolate, Hospital, School, Grass, Smoke, Play doh, Dentist, Library, Squishy, Sun cream, Popcorn, New Toy, Cinema, Dinner , Older people/Grand parents

(Aroma Vibes)
Lesson 16.1

