

This booklet provides an outline of the Learning Mentor interventions available for the pupils at Hazeldene School

# Learning Mentor Interventions

Hazeldene School

Mrs Jeffers

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## Learning mentor interventions

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## **Positive People course (10 weeks)**

This course is designed to raise children's self-esteem and help them to develop positive social skills.

### **Each week the session will consist of:**

- treasure chest and gold coins activity – celebrating achievements and improvements
- mind map
- role play / discussion
- worksheet activity – write or draw
- circle time game
- closing compliments

### **Every session**

- Each child will identify an achievement or improvement they have made, write it on a 'gold coin' and place in the treasure chest, in their 'Special book'.
- Each child will stick their completed work into their 'Special book'.
- At the end of the ten sessions these books can be taken home to share with their families.

### **Week:**

1. Intro – Setting the scene
2. About myself
3. Good points
4. Skills
5. Appearance
6. Achievements and Good Feelings
7. Friendship
8. My Best Day
9. Taking turns
10. Evaluation

## **Emotions games and activities (10 weeks)**

Enhancing children's emotional intelligence will raise their levels of motivation, self-awareness, empathy, social skills and emotion regulation.

**These sessions will consist of a variety of games and activities such as:**

- Emotion photos activity (recognise and sort)
- Emotions bingo game (relate emotions to own experiences)
- Play-dough feeling faces (understanding emotions change)
- Feelings pairs (actions and consequences)
- Fishing for feelings (describing emotions – linking to others – empathy)
- Blob tree (interpreting emotions – linking to self and others)

## **Social skills games and activities (10 weeks)**

Social skills are an essential part of life, so developing these early helps children to interact appropriately with others and assist them to build positive relationships with their peers.

**These sessions will consist of a variety of games and activities such as:**

- Snakes and ladders (general game involving turn-taking)
- Positional pictures (enhance speaking and listening skills)
- Kim's game (encourage concentration)
- Manners game (understanding actions and consequences – empathy)
- Group puzzle (develop cooperation and collaboration)
- What would you do? (game to develop morals and responsibility)
- Blob playground (interpreting positive and negative behaviours – linking to self and others)

## **Self-esteem focused sessions (10 weeks)**

These sessions aim to enhance children's self-esteem and build their confidence.

### **These sessions will consist of activities such as:**

- 'All about me' booklet (creating a positive image of themselves)
- Me collage (child identifies what is special to them)
- The thinking game (fun way to share ideas and opinions)
- 'Look what I can do!' mobile (celebrating what the child is good at)
- Nature self-portrait (creating a portrait using natural objects)
- Flower power activity (celebrating achievements)
- Photo collage (building a picture of their life)

### **Therapeutic sand play (10 weeks)**

Sand play assists the child to express their emotions in a non-verbal way and is suitable for children who may have previously, or are currently experiencing difficult situations in or out of school.

Each week the child has the opportunity to choose from a variety of small world objects, in order to create a scenario which reflects their innermost thoughts and feelings. This can be used as a healing process since many children find it difficult to verbalise their emotional states.

## **Emotional literacy (10 weeks)**

This intervention helps children to understand and communicate their emotions.

### **These sessions will include stories such as:**

- The huge bag of worries (based on a character who does not share how she is feeling)
- Ruby and the rubbish bin (based on a character who believes she is worthless)
- A niffleloo called Nevermind (based on a character who 'bottles-up' his emotions)
- Thud (based on a community of animals who have to face a frightening situation)
- A pea called Mildred (based on a character who wants to achieve more in her life)
- Teeny Weeny in a too big world (based on a character who is so scared he just wants to disappear)



## **Grins and Grumbles (10 weeks)**

This intervention is designed to help children who have low-self esteem and low levels of motivation. The activities will help the children gain a more positive perspective on situations both in and out of the classroom.

### **These sessions will include activities such as:**

- Issues/gifts mind map (addresses the issues and celebrates the gifts)
- Reframing (gaining a different perspective)
- Puppet power (sharing worries and finding solutions)
- The needs game (helps the child to work out their needs)
- Plaster activity (when one emotion hides others)
- My life snake (dealing with negative emotions / celebrating positives)
- Suffering skin (recognising difficult emotions)
- The resource board game (discovering ways to reach your goal)
- The magic finger (empowerment)
- My life picture (feeling important/addressing negatives)
- Warm fuzzy / Cold prickly (discovering how they communicate)
- What can we change? (empowerment)
- The best thing ever! (positive thinking)

## **Peaceful problem solving (9 weeks)**

This intervention is aimed at children who find it difficult to retain friendships or struggle to cooperate with others.

### **These sessions will consist of the following activities:**

- 'Clare and Raj choose' storyboard (to assess the child's level of problem solving skills)
- Understanding my feelings
- Understanding the feelings of others
- Being assertive but fair
- Problem solving – For those times when you don't know what to do
- Peaceful problem solving – For those times when you just can't help falling out
- 'Clare and Raj choose' storyboard (to re-assess the child's level of problem solving skills)

### **Self-control course (9 weeks)**

This course is suitable for children who find it difficult to regulate their emotions. It aims to encourage children to gain a greater awareness of how their actions impact on others and teach them emotion regulation techniques.

#### **These sessions will consist of:**

1. Looking at behaviour
2. Deciding to change
3. The brain and the body
4. Stopping and thinking
5. Feelings and beliefs
6. Recording and rewarding
7. Starting to change

## **Anger management courses**

These interventions are intended to help children who struggle to regulate their emotions. They promote awareness of feelings associated with anger, an understanding of what triggers angry emotions and teaches calming down strategies.

### **Angry animal and calmly snail (Nursery / Foundation / KS1) (8 weeks)**

**These sessions consist of:**

1. Linking angry feelings to an animal / thinking about own actions when angry
2. Identifying what triggers the angry emotions
3. Calming down strategies
4. Understanding why you get angry / alternative ways to express emotions
5. Recognising the consequences of angry outbursts / gaining control of own anger
6. Calmly snail booklet (emotion regulation strategies)

### **Volcano in my tummy (KS2) (8 weeks)**

**These sessions consist of:**

1. A volcano in my tummy – understanding the physical signs of feeling anger
2. Bottling anger – understanding the dangers of bottling-up emotions
3. Are you a volcano? – understanding the difference between feelings and behaviours
4. The Anger Rules – establishing rules to keep safe and prevent damage
5. Dirty anger/Clean anger – expressing anger safely
6. Craig's angry day – understanding the consequences of angry outbursts
7. Time out - establishing calming down strategies
8. Tension scale – establishing the triggers to help manage anger

## **Therapeutic story writing (10 weeks)**

This intervention is suitable for children who struggle to express their emotions appropriately. It allows the child to share their own thoughts and feelings through the third person and encourages empathy and reflection.

**These sessions focus on thoughts, feelings, behaviour and reflection.**

**Each week the child will:**

1. Use a story starter sentence.
2. Decide on a main character.
3. Decide what happens.
4. Describe what is the character thinking (thoughts)
5. Describe how is the character feeling (feelings)
6. Describe what is the character doing (behaviour)
7. Reflect on why it happened (reflection)
8. Write the story.

**Lower ability** – use a story starter sentence to tell the story and then draw a comic strip.

**Higher ability** – use a story starter sentence to tell the story and then write and illustrate it.

**On completion of the story the Learning Mentor assists reflection by writing an ‘I wonder....’ sentence and ‘I imagine....’ sentence.**

## **Protective behaviours (10 weeks)**

This intervention is designed to teach children about personal safety. It encourages children to trust their intuition, recognise the early warning signs and learn strategies for self-protection.

### **There are two main themes to protective behaviours:**

1. We all have the right to feel safe all of the time.
2. There is nothing so awful that we can't talk about it with someone.

### **These sessions will include activities to:**

- Develop the vocabulary of feelings
- Promote personal safety
- Make safe choices
- Raise self-esteem
- Improve social skills
- Deal with bullying behaviour
- Cope with transition and change
- Cope with divorce, loss and separation
- Develop a personal network

### **Let's chill (10 weeks)**

This intervention is useful for children who struggle to regulate their emotions or suffer high levels of anxiety. It uses psychology-based relaxation techniques, aimed to help children calm down in school.

#### **During each session the child will:**

- Reflect on a positive and/or negative aspect of their previous week
- Listen to and practice the techniques of the 10 minute 'Let's Chill' relaxation programme (CD)
- Discuss:
  - how they feel physically when they are tense and relaxed
  - their thoughts and feelings when anxious, stressed, angry etc
  - what triggers stress, anxiety, anger etc
  - the benefits of feeling relaxed and calm

### **Forest school (8 weeks)**

This intervention takes place in the school's environmental area and is most suitable for children who have low levels of confidence. Each week the children are encouraged to participate in activities and are presented with small achievable tasks, which sometimes include the use of hand tools.

#### **These sessions include activities such as:**

- making wooden necklaces
- shelter building
- mud tree faces
- pond dipping
- scavenger hunt
- creating nature pictures
- forest school feast (cooking on an open fire)



### **Friendship club (6 weeks)**

This club is designed for groups of friends who are experiencing difficulties resolving friendship issues. It aims to encourage the friends reflect on the qualities of good friends and helps them to develop empathy.

#### **These sessions aim to:**

- establish problems occurring within the group
- encourage discussion about the qualities of what makes a good friend
- encourage the group to recognise and accept the differences and similarities in each other
- encourage consideration and appreciation of each other's' strengths
- encourage consideration of each other's feelings and promote empathy
- encourage consideration of their own emotions and how they can solve problems peacefully
- teach the group the skills needed to make and retain friendships

### **Transition sessions (year 4) (6 weeks)**

These sessions are designed to help the more anxious year four children who are progressing to middle school. However, the sessions can be adapted for younger children who may be feeling anxious about the transition into a new year group.

#### **These sessions will consist of a different focus each week:**

1. Changes (The children construct a life journey - recognising both positive and negative changes already experienced and the feelings associated with those changes)
2. Sharing feelings (The children share memories of Hazeldene and feelings about moving to middle school)
3. Coping with change (The children review their life journey and identify how they coped with the more challenging changes – share with the group the skills they used and identify which could help when the move to middle)
4. Hope and fears (The children aim to understand the feelings of change and discuss concerns and possible solutions regarding middle school)
5. Calming down strategies (The children review their life journey and recognise the feelings and physical signs relating to the changes – identify different calming down strategies and choose one or two which work best for them)
6. Review of the transition sessions (The children discuss what they have learnt from these sessions and identify five people who can help them cope with the transition to middle school)

**Loss and grief (bereavement and separation) (number of weeks variable depending on the need of the child)**

These sessions are aimed at helping children to cope with the death of a loved one but can also be adapted to help children whose parents are separating / divorcing. Each child may react differently to the loss of a loved one, so these sessions will be flexible in order to meet their individual needs.

**These sessions aim to:**

- Enable the child to discuss their feelings
- Give the child the opportunity to share memories and information about their loved one
- Give the child the opportunity to create art work to reflect their memories
- Give the child the opportunity to make a memory box to store precious memories
- Enable the child to identify important people in their life and who can help them to cope
- Give the child the opportunity to share their bereavement story, should they wish
- Help the child to learn coping strategies and calming down techniques

### **Lunchtime activity club**

This club is intended for children who find social situations difficult. It provides an opportunity for children to learn and practice pro-social skills. During lunchtime club the children will participate in an organised adult-led game and then have a free-play session to practice the skills learned.

#### **The games are designed to enhance:**

- Speaking and listening skills
- Observation skills
- Sharing and turn taking
- Empathy
- Cooperation and collaboration
- Concentration and memory

**The learning mentor also offers children the opportunity to attend:**

**Drop-in sessions**

These sessions are available to all children at Hazeldene and may be child, parent/carer or staff initiated.

**Breakfast club**

This club is intended to reward children for good behaviour. The children are chosen to attend by their class teacher / class mates.

One child from each class is chosen every other week to attend breakfast club and presented with a breakfast club certificate (KS1 and KS2 on alternate weeks)

The child brings this certificate to Breakfast club where it will be shared and celebrated with the rest of the group. The certificates are laminated and sent home for the child to share with their family.

**Each session will consist of:**

- Introductions and rules
- Breakfast (Toast and a drink)
- Share and celebrate the reasons the children were chosen to attend
- Play the 'Pass the elephant' game

**School council - student voice (elected members only)**

Each class in years 2, 3, and 4 have two representatives who are elected members of the school council. They attend regular meetings to discuss ideas, share concerns and organise fund raising events.

To help promote student voice the councillors should be given the opportunity to communicate with their classmates on a regular basis. Each councillor has a 'student voice book' to share their communications.