**Rainbow Booklet**

**My Journey… Moving On**

**Walking the path together**

The ‘My Journey, Moving On..…walking the path together’ journal, aims to give children and young people the opportunity to reflect and share emotional experiences in their life, past, through the pandemic and or now after the pandemic and moving forward

The booklet also aims to encourage the children and young people to reflect and identify times of strengths and resulting growth from their life experiences, and considerer how these strengths may be positively used in the future.

The discussion and resulting activities, will give the children and young people an opportunity to share and understand the commonality of many of the emotions. This sharing and reflecting, will help them to identify emotions and the resulting feelings and behaviours. By understanding the emotions, it may help them to deal with them and move forward in a positive way. To understand many of their emotions are normal.

Each activity can be supported with more in depth curriculum input – depending on the time available. Other resources can be found on the [www.ghll.org.uk](http://www.ghll.org.uk).

**Supporting Information**

**Page1**

Students can use the front cover to personalise their booklet. This is completely up to them – something about themself, a strong memory from the pandemic, or any memories they would like to identify since!

**Page 2**

We are all had to adjust to extreme amounts of change, this theme continues through our lives – change is part of who we are. Students to think about their time during the pandemic and since and create a roadmap of their journey - start with the highs and the lows. They can use words or illustrations to map their journey. Maybe things you repeated, like sport, or clapping for carers, or key things with your family.

**Page 3**

The Change Curve – this shows how we might adapt to changes in our lives. The sequence of each stage may vary for individuals, as will the length of time the stage lasts, but all are normal. For each of the stages, students to identify a time they felt that way. This could be specific or general e.g. the start of lock down, or any other changes they have experienced since.

**Page 4**

5 Ways to Wellbeing - The Five Ways to Wellbeing is a set of five evidence-based actions that promote wellbeing. They are based on the latest scientific evidence. These simple actions, if taken regularly, can improve wellbeing, something really important for us all in such challenging times.

**Connect** – connecting with others

**Give** – giving – looking outward as well as inward

**Be active** – doing something active

**Take Notice** – taking notice of the world around you

**Keep Learning** – learning new things

For each of these, write down some examples of what you did and how it made you feel.

**Page 5 and 6**

Doodle pad and note page - Very important that students understand it’s okay to feel ‘down’, to have time to feel sad. Students think about what they can do to lift their spirits. Use the doodle pad to illustrate some of the things they do to help improve their mood. Use the following page to describe how they were feeling and how they felt after the intervention.

**Page 7**

Loss and Bereavement – start by discussing all the things we lost whilst we were in lock down, or a loss that has occurred since or as a result of lockdown – maybe simple things, which still have an impact, like hugging someone from outside your home unit – meeting friends, going shopping….share all the losses. How do these losses make you feel?

This may well take you on to loss of a loved one – or just the loss of so many people as a nation. Think about the emotions that result from loss. There are often common to us all – maybe different time spans and sequences – think back to the change curve. Students can choose any format to share their feelings, thoughts around loss.

**Page 8**

Dealing with Feelings – Remind students that all feelings are normal. As a class, identify and share possible feelings that might have occurred and may well continue to. Let them know this helps us understand and cope with what we’re going through. Students write down some of their feelings in the clouds, and see if they can identify what caused that feeling/emotion.

**Page 9**

Let’s Get Positive – try to get some class discussion around positives that have emerged from a very challenging situation. Perhaps share some of your own – like appreciating nature more? Students can group the positives under the headings of family, community, environment, and others.

**Page 10 and 11**

Let’s Get Positive – digital connections - It’s easy to feel isolated when we are inside, away from our friends and social groups. Discuss how digital devices and platforms helped us feel close to our loved ones whilst we were in lockdown. Why is it important to stay in touch? Why are these connections important to you? How can we safely stay in touch with each-other?

On the following page, get students to draw a different coloured line to represent the different kind of connections they had with each person —for example, maybe blue for face-to-face, yellow for telephone…

Once they drawn their map, get them to consider the following questions: Is there anyone not on the map who you wanted to connect with more? A family member or classmate who didn’t have Internet? Maybe you could not contact them then, but you can now. Get them to add their names to the map.

**Page 12**

Let’s Get Positive – digital kindness – so often the negatives of social media etc is emphasised. Get students to think about the ways they have used digital devices to share kindness during the pandemic and since. For example, YouTube influencers using their videos to talk about washing hands or correct social distancing.

**Page 13**

Keep It Or Bin It! We’ve all experienced highs and lows during this pandemic— some surprisingly great moments, some sad ones. Which moments have you kept and which would/have you binned? Think about even the smallest of things.

**Page 14 -15**

Health and Anxiety. Discuss the relation our physical health has on how we feel emotionally. When things are difficult, it can be easy to fall into unhealthy patterns of behaviour that end up making us feel worse. Ask students to think about their physical activity during lockdown and after – how it made them feel. Also ask them to reflect on their diet – did it improve?

Anxiety is a feeling of unease, like a worry or fear, that can be mild or severe. Everyone feels anxious from time to time and it usually passes once the situation causing it is over. Talk through the tips on how to help us deal with anxiety.

Understand your anxiety. Keep a diary of what you are doing and how you feel at different times. This can help identify what ‘s affecting you and what you need to take action on.

Challenge your anxious thoughts. Tackling these unhelpful thoughts is one of the best things we can do to feel less anxious.

Make time for your worries. If your worry seems overwhelming and takes over your day, setting aside specific ’worry time’ to go through your concerns can help you to focus on other things.

Take notice and be mindful Remember the 5 ways to wellbeing we looked at earlier in this booklet:

Be Active -Take Notice – Learn – Give – Connect.

 Being mindful and taking notice can be helpful in reducing tension and focusing our awareness on the present moment.

Students to jot down any of their own ideas, or ever some of the above they did.

**Page 16**

Health and Anxiety – here are some more strategies to consider. Remind students, it’s normal to have these feelings. Here are some other strategies we can use to help control our anxiety and stress.

Self-care - Be kind to yourself, connect with mates, have fun, listen to music, create a playlist, get outdoors, and enjoy some natural light.

 Exercise - favourite sport, relaxation, or meditation

Eat well and sleep well - the better rested and nourished we are, then the more able we are to cope with pressure and stress. Lack of sleep and poor diet is a vicious cycle that can trigger and increase stress.

Talking - If you are finding it difficult to cope, talk to someone you trust.

Try and be positive there’s always an upside.

Appreciate your strength - you’ll get through this this this.

You control how you react - even if the situation is out of your control, your reaction to it is totally up to you

Take a step back and reflect and ask how you feel about this in a day, a week, a month, a year? This might help you get perspective on the situation or problem.

Page 16

How have I Changed? The graffiti wall below gives students the chance to write down as many things as they can about how this situation might have changed them. For example, they might have developed new skills. They might have learned to appreciate things a bit more. Maybe understand themselves a bit better.

**Page 17**

Goals, Dreams and Targets. The acronym TATT stands for:

T = Tiny

A = Attainable

T = Tickable

T = Targets, students think about their goals—short term, medium term and long term. Consider the steps needed to achieve them. What might l help you reach them. The targets can be small or big. Some thing in the distant future – or something on a daily level.

Remind students in order to achieve we often have to plan – take some action, and some times there are failures along the way. Fail means first attempt in learning, if we don’t fail – we never learn!

**Page 18**

Looking Forward – Students to use this page to design a superhero or computer game character who is able to deal with different emotions or worries that might be as a result of the pandemic or something since the pandemic.

They could have superpowers or can be a person with specific skills. Get them to think about the different things we can do help us manage our feelings and emotions.

The blank pages can be used in whatever way you wish, for example to add supporting notes and thoughts to their work, or as a diary moving forward.

**It is good to share how we feel**

Selection of free downloadable applications for student use, and websites to support children and young people.

(Further supporting websites can be found on [www.ghll.org.uk](http://www.ghll.org.uk) – Covid 19 tab)

Think ninja— sleep and mindfulness

InnerHour - self-help for anxiety & depression, ages 13 - 17

[HeadSpace](https://www.headspace.com/headspace-meditation-app) - self-guided meditation, ages 13+

[Moodpath](https://mymoodpath.com/en/) - log how you're feeling over 14 days

Thrive - mental wellbeing

Mindful Gnats - develop mindfulness

MindShift - help with anxiety

MoodGYM - help for low mood

[**www.onyourmindglos.nhs.uk**](http://www.onyourmindglos.nhs.uk)

[**www.ticplus.org.uk**](http://www.ticplus.org.uk)

[**www.childline.org.uk**](http://www.childline.org.uk)

[**www.nspcc.org.uk**](http://www.nspcc.org.uk)

[**www.youngminds.org.uk**](http://www.youngminds.org.uk)

[**www.mind.org.uk**](http://www.mind.org.uk)