

This magazine is packed full of good ideas to inspire, support and challenge you to be the best you can be!

Issue 36: Friday 28 JANUARY 2022

# High Five

Primary Behaviour Support & Provisions 



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## Inspire...

First we try to find ways to make you want to be the best you can be



## Challenge...

You want to be the best you can be and you know we are there to help so now we ask you to take risks and try new and tricky things



## Support...

When you want to be the best you can be we try to help you as you learn and grow

# Welcome to High Five!

Welcome back to High Five. Our theme this week is to Be Included. When we connect with others, we get a big boost of the feel-good hormone Oxytocin. Sometimes it is easy to join in with a group and sometimes it's difficult to feel included. In this issue, we have lots of great ideas for how to be the best you can be at Being Included.

Remember all of our activities are based on the Take 5 model developed by the Public Health Agency (PHA). You have heard about how important it is to take at least 5 portions of fruit and vegetables a day for your physical health. Take 5 gives us 5 good ideas to help with our emotional and mental health.

More information about Take 5 is available at <https://www.mindingyourhead.info/take-5-steps-wellbeing>

We hope you have fun trying out these good ideas - let us know how you get on at [primarybsp.enquiries@eani.org.uk](mailto:primarybsp.enquiries@eani.org.uk)

Put High Five in the subject line and **make sure you ask an adult before emailing - they'll need to tell us if it's ok to share your pictures and stories on our website and social media platforms.**

## High Five Friday in Your School

Has your school been having a go at High Five Friday?

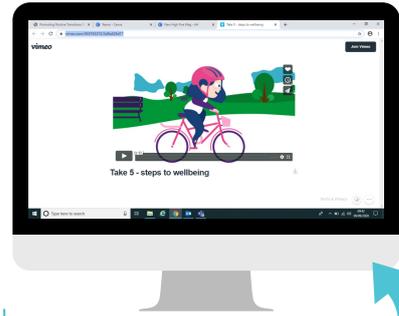
Make sure to tell us all about the activities you are doing to Take 5, by sending us your ideas, photos and activities to:

[primarybsp.enquiries@eani.org.uk](mailto:primarybsp.enquiries@eani.org.uk)



# Take5

steps to wellbeing



*Watch a short video about Take5 here*



## Be Active

Play, join a team sport, walk, cycle, run around. Being active helps us keep fit and also makes us feel good.



## Connect

Have fun with friends, talk with family, help out at home, share your feelings. Being connected makes us feel loved.



## Take Notice

Watch and listen to what's going on around you, changing seasons, bugs, birds, flowers and rainbows. Take notice of how you feel.



## Give

Do something nice for a friend or family member, share, smile. Give to yourself - play, be creative, use your imagination, draw, paint, dance, dream. When we give to ourselves or others it makes us feel happy.



## Keep Learning

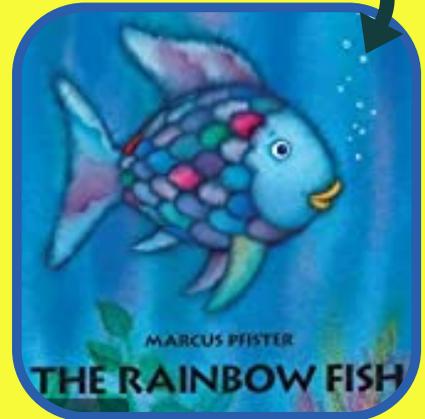
Read for fun, learn how to do something new, try your best. Set a challenge you will enjoy. Learning new things makes us feel proud as well as being fun to do.

# Be Included

You can enjoy reading of the story here:

Here at HighFive, we love the story of the Rainbow Fish by Marcus Pfister.

The Rainbow Fish feels a little bit left out in the story and it's only when he visits the wise Octopus that he finds out how changing the way he speaks to his friends can help him to feel a lot more included.



Sometimes we are unfairly left out of things, but sometimes all it takes is a little change in something we say or do, to change the way others see us.

## Questions for Whole-Class Discussion:

Why didn't the Rainbow Fish want to give away any of his scales?

Do you think the octopus gave good advice?

What do you think the other fish said when the little blue fish told them what had happened?

Have you ever felt left out like the Rainbow Fish? What did you do about it?

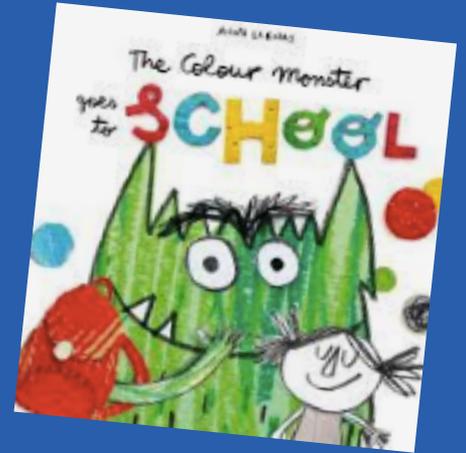
Why did the Rainbow Fish feel happier when he started giving his scales away?



When you have read *The Rainbow Fish*, why not get creative and make your own Rainbow Fish art pieces. Send us your creations at: [primarybsp.enquiries@eani.org.uk](mailto:primarybsp.enquiries@eani.org.uk)

## The Colour Monster Goes to School

The boys and girls in LSC1 from Moyle Primary School have been having lots of fun with PBSP during our Connect and Nurture Group. This week they were thinking about how to Be Included. We read the story 'The Colour Monster Goes to School' and the boys and girls loved telling us how we could help the colour Monster to feel included on his first day of school. Aren't their pictures of the colour Monster wonderful? You've worked really hard LSC1!



**Click here to read  
'The Colour Monster  
Goes to School'**



The pupils of Treetops EOTAS have been working hard on their wellbeing by taking notice of the world around them. They are preparing to take part in the RSPB Big Garden Birdwatch on 28th – 30th January by making tasty treats for their feathered friends!

Everyone took part, with the KS2 pupils making fabulous fat balls and the KS1 pupils getting creative with Cheerios and pipe cleaners. They are looking out for all the new birds visiting their playground this month!



It's not too late for you to join in with the RSPB Big Garden Birdwatch! Click on the bird to sign up for your free guide, pick a spot outside and see how many different species you can notice!



# Take Notice



## Interviews with People who Help Us.

### Tell us a little about your job

My Name is Sean Irving. I am the manager for the Nurture Advisory & Support Service (NASS) and I am responsible for the Nurture in Education Programme across the Education Authority (EA).

### What is your favourite part of your job?

The best part of my job is working with likeminded and wonderful people who want the best for children and young people.



### How do you like to Take 5 at the weekends?



I love going for walks with my family and my 2 dogs



At the moment I am re-learning French with my son who is in first year of High School



I regularly connect with my family who live in Wales



I enjoy cooking and baking, particularly cupcakes and cookies

I particularly like being by the sea and watching the waves roll onto the beach



# Be Active

## Great Wall of China

Pupils and staff of Tamnamore EOTAS have loads of fun playing this game together in the playground.



Equipment needed:

8 cones or chalk

### Instructions:

- Using cones or chalk, mark out 2 parallel lines across an area of the playground or gym hall to represent the 'wall'.
- Select one or two people to stand on the wall to defend it, and have the rest of the players stand at one end of the hall/playground.
- Players have to 'scale the wall' (run through the coned area) without getting tagged. If someone gets tagged, then they join the defenders on the wall to try and defend it.
- Defenders must remain on the wall; they cannot tag anyone outside of the marked area.

**Variation:** Players can tuck flags into their waistband that the defenders can try to pull out as players run across to the opposite end line.

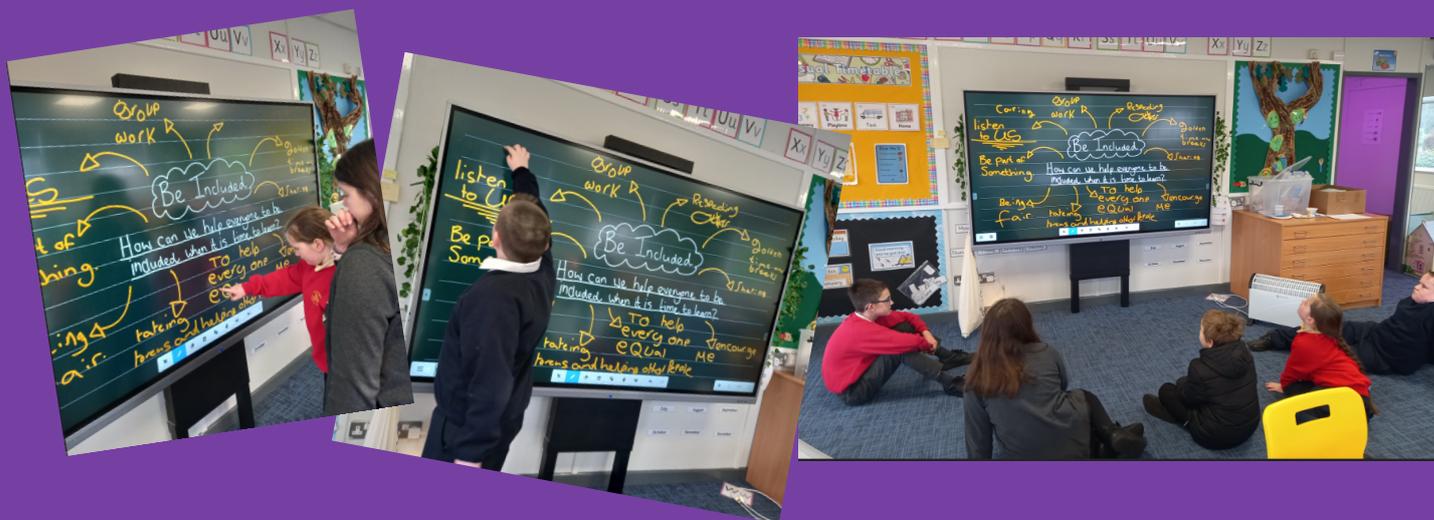




## Little Oaks

### Giving everyone a chance to learn

Pupils at Little Oaks EOTAS shared their ideas for how to make sure everybody is included when it is time to learn.



Some of their excellent ideas were:

- Help each other
- Be fair
- Listen
- Take turns
- Be respectful
- Encourage each other

How does your class make sure that everyone is included in Learning?



## Little Oaks

### KS1 - Talking about: Inclusion

Little Oaks KS1 class played 2 different games to explore the different feelings that happen when we feel left out and when we feel included.

#### Musical Chairs/Mats

When the music stops, everyone tries to find a chair. In each round there is always one chair too few for players, so each round, somebody has to "go out". How do you feel when you are "out" in a game? Some people don't mind too much but others dislike this feeling! There is only one winner in Musical Chairs.



#### Bear Hugs

In Bear Hugs, when the music stops, everyone must get on a mat with at least one other person. Any mats that have no people are removed, so the number of people joining a mat will increase as the game goes on. The game ends when everyone is on one mat.

We liked the 'Bear Hugs' game best because we got to share mats and hug each other. We could say, "Come to my mat," and no one was out.



## Circle Time

When we do Circle Time, we use our Circle Time Rules to make sure that everybody gets a chance to give their ideas.

It always helps to have a talking item. We use a cushion. When somebody is holding the cushion, everyone else listens to them.

## Team Work

Giving our times to help a friend is a special way of making sure they feel included.



## Caring for Animals



We also practice giving by looking after the rabbits, Lilo and Stitch, when they come to visit us.



# For the grown ups

The help hub is a section especially for the grown ups, whether at home or in school. In each issue we'll share helpful tips and good ideas. If you would like us to cover any topics in this section let us know at [primarybsp.enquiries@eani.org.uk](mailto:primarybsp.enquiries@eani.org.uk)

# Be Included

Try these bitesize tips to Inspire, Challenge and Support your young people to be the best they can be.



## Inspire...



### Board games

Play a board game together as a family or class group. When adults join in too, we can model good turn-taking and help children to develop the skills of being gracious when winning and when defeated.

Games that rely on a dice also help children to accept that sometimes things don't go our way, but we can still all have fun together.



## Support...



### Ask them questions

Give them time to decompress when they get home from school. Here are some questions you could ask to help them talk constructively about their day:

- Who did you play with today?
- What did you play today?
- Tell me 2 good things that happened today.
- Is there anything you wish had been different today?

## Challenge...



### Make a Plan

When our little people are feeling lonely and excluded, we want to help them feel better.

Talk to them about how they are feeling and help them to make an action plan that might help them feel more included:

- This could be an opportunity to make new friends - try playing with somebody different
- If nobody wants to play my game, maybe I can play a game that others want to play.
- Think about who can help - how can adults help? How can other children help? How can I help (maybe I need to think about the words I use or the way I say them, or if the way I play is putting others off playing with me).

# Theraplay Informed Activities

Theraplay informed activities are play based activities designed to focus on strengthening relationships, and create a playful and caring atmosphere that fosters joyful shared experiences. These activities will involve many fun games and a shared small, healthy snack. These activities are personal, physical and fun – a natural way for everyone to experience the healing power of being together.



## Structure Activity

The idea is to relieve the child of the burden of maintaining control of interactions. The child sets limits, defines body boundaries, keeps the child safe, and helps to complete sequences of activities.



## Play Doh Squeeze or Prints Place

Place a ball of play doh in between the child's hands. Place your hand on the outside of their hands and whilst looking directly into their eyes say "SQUEEZE" as you firmly press your hands and theirs into the Play Doh. This firm pressure can help organise a dysregulated child. You can also use Play Doh to make finger, hand, and footprints.

## Engagement Activity

The idea is to establish and maintain a connection with the child, to focus on the child in an intense way and to surprise and entice the child into new experiences.



## Hide and Find

Hide a cotton ball (wrapped sweet, a touch of lotion or powder) somewhere on the child (in a cuff or folded sleeve, under the collar, behind the ear). An older child can hide the cotton ball on himself. If parent or another adult is available, she can find the cotton ball, if not, you can find it. Young children will want to show where the hidden object is. Help parents accept this as the child's eager involvement in the game.

## Nurture Activity

The idea is to reinforce the message that the child is worthy of care and the adults will provide care without the child having to ask.



## Soft and Floppy

Have the child lie on floor and help them get "all soft and floppy." Gently jiggle each arm and leg and let it flop to the floor. If the child has difficulty getting floppy, have them get "stiff like a board" and then let go to be "soft like a noodle." Once the child is relaxed, ask him to wiggle just one part of his body: his tummy, his tongue, his big toe, and so forth.

## Challenge Activity

The idea is to help the child feel more competent and confident by encouraging the child to take a slight risk and to accomplish an activity with adult help.



## Pick Up Cotton Balls or Other Small Objects with Your Toes

Start with one or two and increase the number. Once the cotton balls have been picked up, you can add tossing them across the room. You can make this more challenging by having the child hop around the room with the cotton ball between his toes.

# When We Need Support

If you are having financial difficulties during this time, there is help you can access. Here are some of the local supports that are available if you are in difficulty.



Click here

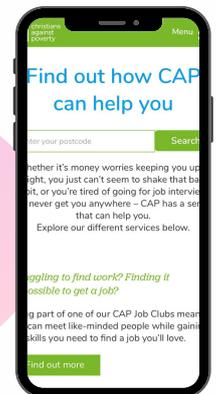
The Trussell Trust website has links to several foodbanks in Northern Ireland. They also have a dedicated Financial Crisis Helpline for families who are in financial difficulty.

The Whitehead Storehouse, located in County Antrim, provides emergency food supplies and certain other help for people who need it in the Whitehead Area.



Click here

The Salvation Army, St Vincent de Paul and Christian Against Poverty are all locally run charities that can provide assistance to families who are in financial difficulty.



Lifeline



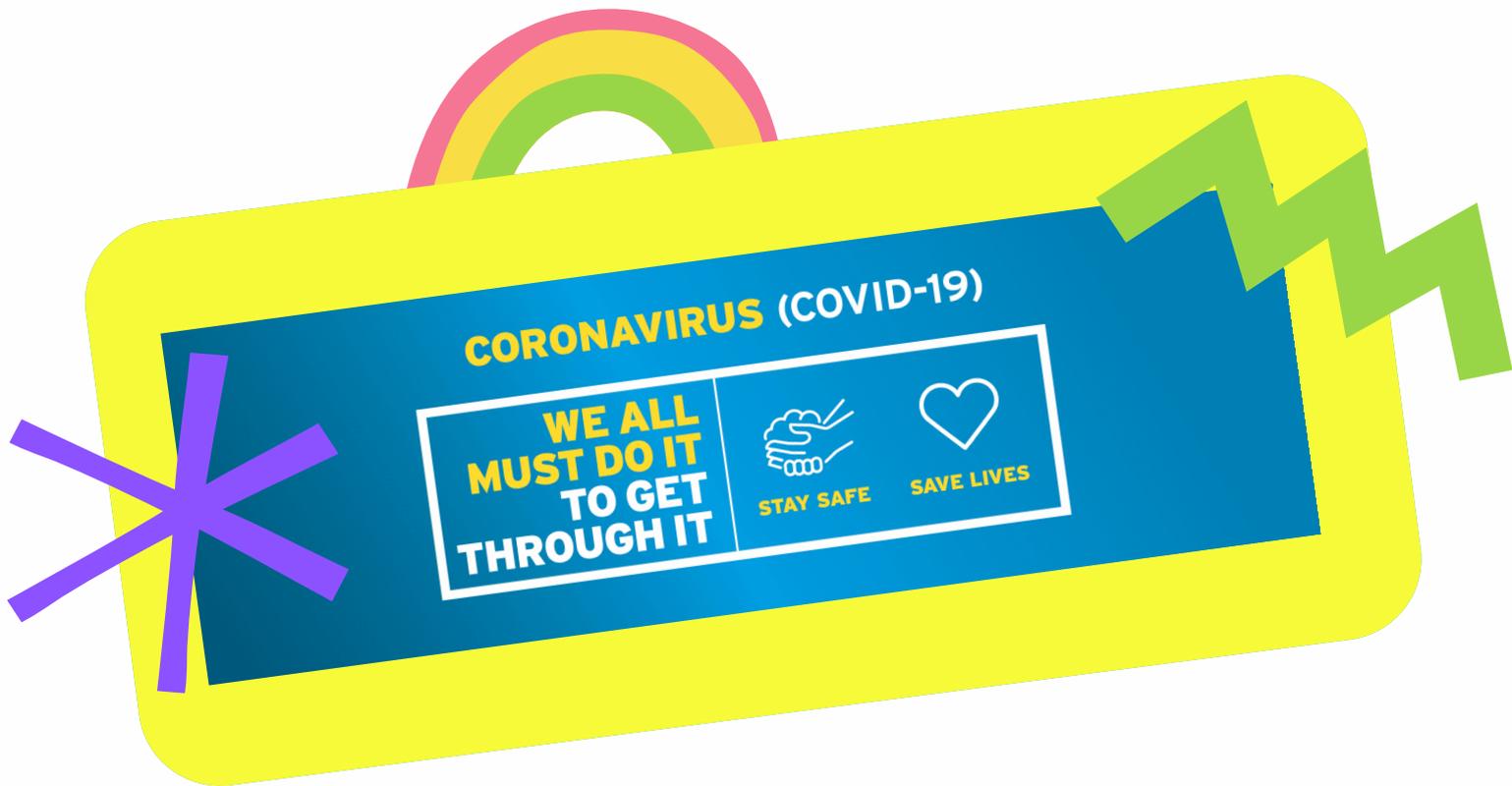
Childline



ParentLine NI



Minding your own and your family's mental health is of paramount importance. If you are in difficulty, here are some organisations who provide immediate telephone and online support.



Click here for a link to the Department of Education's Coronavirus Guidance for Schools



For help with a bullying concern you have, click here to visit the Get Help section of the NI AntiBullying Forum website.

[Click here to keep up to date with the Public Health agency.](#)

