

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

Issue 37: Friday 11 February 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 Resilient'. When things go wrong, resilience is what helps you to cope and get through hard times. Sometimes it makes you even stronger than you were before. In this issue, St. Bernard's Primary School show us lots of great ideas for how to 'Be Resilient' and support other people too.



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

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.**

Children's Mental Health Week

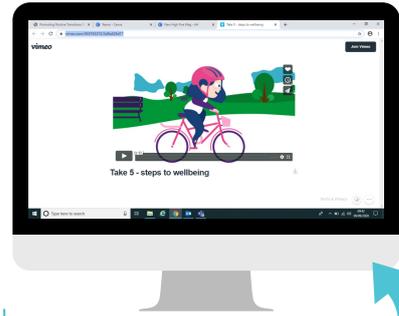
The theme in this year's Children's Mental Health Week is **Growing Together**. The website has loads of ideas for school and home that will help us all to think about how we have grown and how we can help others to grow too.



Click here to find out more 

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 Resilient

What is Resilience?

Resilience is being able to cope when things go wrong. When things go wrong, resilience is what helps you to cope and get through hard times.



What helps us to be resilient?



When you face a challenge choose to be confident with these steps. You can...

Give...
yourself time
to practice
and improve

Keep...
trying

Wonder...
how you
can overcome
the challenge

Ask...
for help
or advice

Believe...
you can
have a go!



Be Resilient



The 'Take 5 Ambassadors' from St. Bernard's Primary School gave us some advice about how they have been resilient and different ways they have overcome it.

"I showed resilience when my Grandad died by trying to remember all the good things about him and gave support and love to my granny when she needed it most" - Maisie

"I showed resilience in lockdown when I had Covid but gave my friend support and help as he had Covid too and was feeling very sick" - Ryan

"When I scored an own goal, I showed resilience by going back up the field taking a free kick and scoring a goal, by being active and moving forward I have more resilience now as I move through school" - Eva



"I missed my dancing during Covid, but I did it on Zoom and connected with my friends on Facetime" - Katie

"When I missed the bus by a second yesterday, I showed resilience by taking advantage of the walk home, noticing the birds singing and enjoying the fresh air and being more active" - Pearce

"When I was not able to go to my gymnastics during covid I showed resilience by being active and practising my gymnastics outside and facetime'd my friends and practised online to stay connected. This also helped me to keep learning" - Ellie

Be Resilient

Some of the staff from St. Bernard's Primary School also told us about times that they have been resilient.



"A time I felt challenged to be resilient was during lockdown...trying to teach my P6 class online as well as my 3 daughters at home"

Mrs Dempsey (Teacher)



"I felt supported to be resilient in school throughout the pandemic by our supportive pupils, parents and staff"

Mr Kavanagh (Acting Principal)

"I felt inspired to be resilient when I looked around the school at the beginning of this term and saw all the children running back into school so happy to see their friends and teachers, despite everything they had been through in Lockdown"

Mrs Walsh (Acting VP)



"A time I felt supported to be resilient was when I returned to work after a long lockdown. It was great to see and chat with friends again"

Miss Morgan
(Classroom Assistant)



Hopes and Fears

The Primary 7 pupils talked about their hopes and fears for next year when they will be leaving St. Bernard's and going to their new Post Primary Schools.

Some of their hopes are:

- To get into the school football team
- To get into the school they want
- To make new friends
- To have nice teachers
- To do well in new subjects

Some of the fears they discussed were:

- Being late on the first day of school
- Not making any new friends
- Not doing well in subjects



The Primary 7 pupils felt that by talking about their hopes and fears, this helped them to build resilience by giving each other support and ideas to help them cope with any worries.

Connecting with Friends

Some pupils in school have built up resilience in friendships by taking part in a 6 week friendship workshop with Mrs Walsh. The pupils completed an activity on how to be a good friend. Here are some of their suggestions...

Trust

Thank them

Comfort them

Ask them to join in

Be kind

Have fun

Encourage them to not give up

Compliment them



Take Notice

Wellbeing Assembly

"We have a Wellbeing Assembly every Wednesday by zoom. We met Marv who helped us to build resilience by taking a breath, counting to ten, do some exercises or even listen to some music when we feel angry or upset rather than shouting at someone or hitting out. This helps us to build up skills which help us become more resilient and able to cope when things don't always go our way".



Here are some of Marv's self regulation techniques that have helped some of the pupils at St. Bernard's Primary School:



Taking a breath

1,2,3...



Doing some exercise



Counting to 10



Listening to music

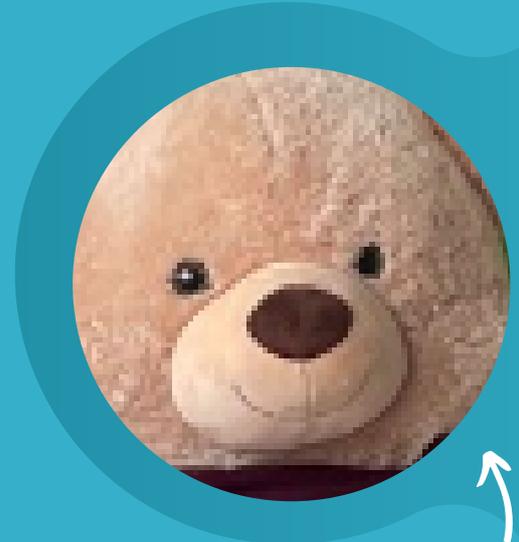


Can you think of some things that might help you?

Take Notice

Our school mascot Bernard sets us goals to help us take notice of ourselves and others.

The boys and girls in the photographs scored a Bernard's Goal by reminding everyone that by communicating and noticing if our friends are ok, we can help each other to be resilient and grow our friendships in school. We are then building resilience through our Bernard's goals.



This is Bernard,
our school mascot



**'Bernard's Goals Winners'
for October, November and
December 2021**

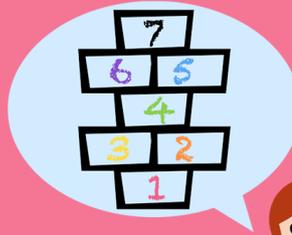


**Some of our 'Bernard's Goal
Winners' with Bernard**

Each month we try to bring new talents and emotional skills into our school. This month our goal is Diligence...we try to always give our best no matter how hard we find it at times and get support from our teachers, our parents, other adults in school and especially our friends. We then get to spend time with Bernard.



Be Active



Hopscotch

You will need:

A hopscotch grid or chalk to draw one

A bean bag to use as a marker

- Line up in front of the hopscotch grid.
- First in line tosses the marker onto square 1.
- Hop over square 1 and hop through all the other squares on one foot.
- At the end of the grid, turn around and hop all the way back on one foot.
- Pause to pick up the marker from the square.
- Finish hopping back to the start.
- Throw the marker into square 2 and go again.
- Repeat until you have done the hopscotch grid with the marker in every square.
- **RULE:** If a player steps into the square with the marker, touches any lines, or touches the ground with any body part other than the one foot, that player starts again at square 1.

When you see two free squares side by side, you land one foot in each square at the same time before continuing on one foot.

You could also try 'I am...' hopscotch. Think of all the positive things you are as you play!



Building resilience

P6SC looked at ways to be resilient and cope with stress they feel at home and in school. They thought about ways to find solutions to their problems and how best they can relax and have some 'me' time.

I get stressed when I can't understand my homework...
I will ask someone to help me with my homework

Believe in yourself...
You can do it! I believe in you!
You are the best version of you

I can be a friend to everyone

I will try my best with my work

Dodgeball helps me to calm down

Doing art and swimming help me to calm down

I can talk to my family and friends

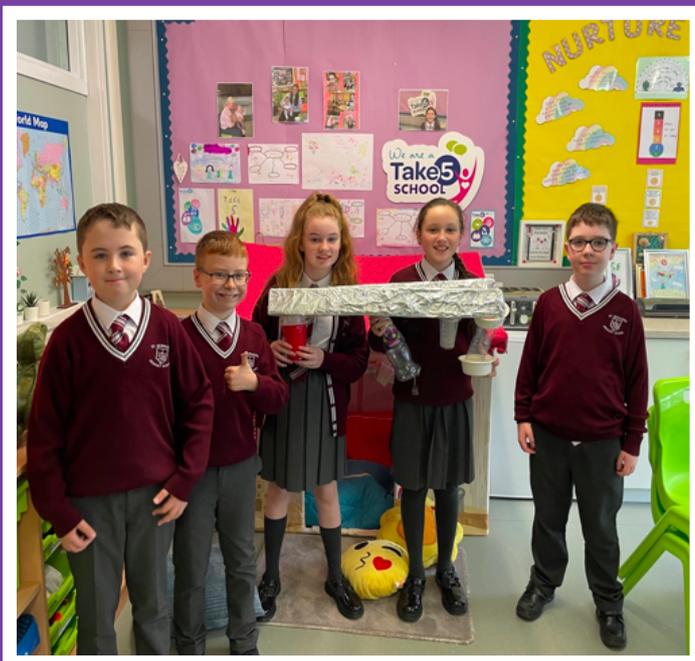
We can talk about our feelings in a notebook



Keep Learning

Working Together as a Team

Cara and her friends from Year 7 made a Roman Aqueduct, they used lots of different materials and designs until they found the best one. They had to learn how to listen to other children's points of view and this helped them to build resilience when working as a team.



All of the children were learning, communicating, noticing and giving while building resilience!

Emily and Jessica wrote a song, they tried out different words and tunes until they got it just right...they never gave up! They were building up their resilience by not giving up until they were happy with their song. Well done Emily and Jessica!



Give



Affirmation Pebbles

P6SC made some affirmation pebbles to cheer up all the visitors to their garden in school! They had great fun finding their pebbles and thinking of their positive comments and designs. How lovely to have that positive reminder on a cold, wet winter's day, when you head outside and see one of the stones the children have made. It really would put a smile on your face!



"Ivy, Ellie and Laura help us to be resilient by leaving us positive affirmations on pebbles in our school garden"



Take 5 Mums, Grannies and Tots

Once a month the 'Take 5 Mums, Grannies and Tots' get together for coffee and a chat in St. Bernard's Primary School.

"This has really helped us build our resilience after 18 months of lockdown and helped connect us and our lockdown babies with the St. Bernard's Community. We are learning to navigate this new post lockdown world with our children and our new friends."

"Our Take 5 coffee morning for parents and their children help us build our resilience after not being able to see our friends over lockdown."

"For some of these lockdown babies this was the first time they had met anyone apart from their immediate family."





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



Be Resilient

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

Inspire...



Research...

The world is full of people who have needed resilience to get where they are going. Help your child to find out about a celebrity or person they may be interested in who has needed resilience.

Michael Jordan is considered to be one of the best basketball players of all time. He famously once said:

"I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed."

Support...



Remember...

We can help our children to build their resilience by reminding them of past successes or achievements. The more good memories they have of things that went well for them, the better they can cope when things are not going their way. Past achievements can be small things like learning to count or learning to walk. The first time we tried those things, we didn't manage it, but we kept trying until we got there!

Challenge...



Quick, Tell Me...

When the going gets tough for our little people, it's hard for them to find positives to focus on and keep them going.

We can help them to stay positive by helping them consider the good things from their day.

These can be little things like a nice lunch or getting to play your favourite game at playtime.

Quick, tell me 3 good things that happened today!

Be Resilient

Play

Play helps to nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more. In turn, this helps them develop the ability to concentrate and to be resilient.

Tell a story

We are walking through the jungle and we met...

- something big with a long wavy trunk, draw the animal on the child's back with your finger as you describe it
- something long and slithery
- something with a long neck and 4 long legs
- something that likes to swing through the trees.



Matching Socks

Leave the screen for a while and match all those stray socks with your child. Are there any games you could play with the matched socks?

- Sock ball basketball - practice throwing their ball into a laundry hamper, small cardboard box, or another household container from different distances and angles.
- Bowling with sock balls - Make three sock balls. Clear a floor space in your house, such as a hallway, approximately one metre wide by five to seven metres long. Be sure to remove breakable objects. Set up six empty milk cartons or empty plastic bottles as bowling "pins" at one end of the space. Roll the sock balls on the floor and try to knock over the pins!



Inspire...



Support...



Challenge...



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.



Eye Signals

Hold hands and stand facing each other. Use eye signals to indicate direction and number of steps to take; for example, when you wink your left eye 2 times, both you and the child take 2 steps to your left. For older children, you can add signals for forward and backward movement as well (head back for backward head forward for forwards).

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.



Create a special handshake

Make up a special handshake together, taking turns adding new gestures, for example, high five, clasp hands, wiggle fingers, and so on. This can be cumulative over several sessions and can be your beginning or ending ritual. It can be used to good advantage when parents join the session.

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.



Trace Messages

Using your finger, trace shapes or simple positive messages on the child's back for her to decipher.

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.



Wheelbarrow

Have child put her hands on floor. Stand behind her and clasp her firmly by the ankles or just above the knees. Child "walks" on her hands. This is hard work for the child so you should stop as soon as it becomes too tiring.

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

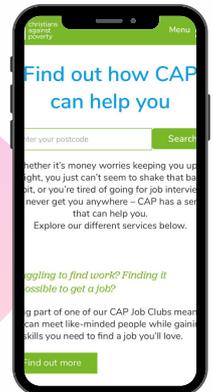
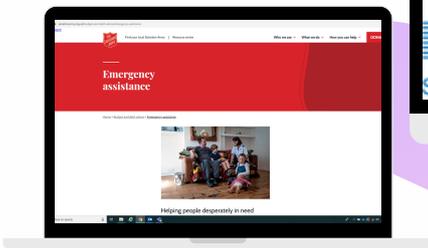
The Trussell Trust website has links to several foodbanks in Northern Ireland. They also have a dedicated Financial Crisis Helpline for families who are in financial difficulty.

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



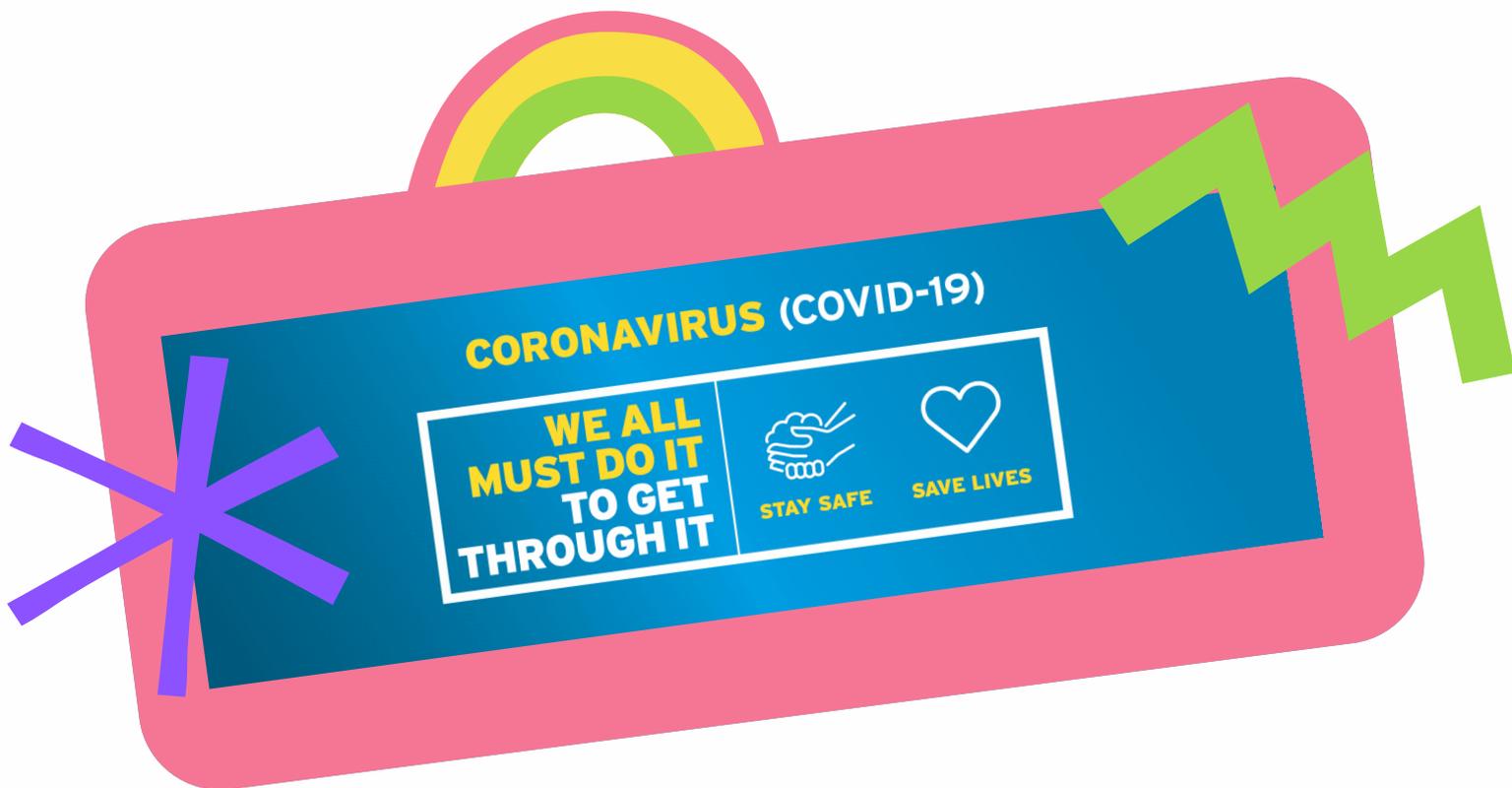
Childline



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.](#)

