



EXAMPLE SESSION PLAN 2

DATE/TIME.....

SCHOOL.....

CLASS? **P1-3 P4-5 P6-7**

INTRODUCTION WARM-UP

**personal introductions & outline of session
ground rules & signposting for further support**

music & movement to inspire (music - Count on Me by Bruno Mars)

Time.....15 mins... - teach chorus & divide into groups to choreograph verses

LINK TO SCHOOLWORK (if approp) - sharing problems

MAIN ACTIVITY

**follow up on feelings about being back at school / final term etc
feeling ready to move forward now / putting Covid behind us?
discuss & write up any negative feelings / anxieties still present
- prompts: falling behind with schoolwork; change in friendships;
missing family at home; catching Covid-19/being ill etc
- exploring the words, facial expressions & body language
- divide class in half-then 1 half into 4 standing at corners of
room, as shopkeepers offering remedies for the *Nervous, Scared,
Frustrated & Upset*. Using the feelings written up, at each prompt
children go to whichever shop they relate to most. Shop
assistants will try to provide remedies to make customers feel
better
- swap roles after 10 mins, then discuss & note all the remedies
suggested - hand out "I Can Make a Choice/Reaching Out for**

Time.....40 mins..... **Help"- brief children & suggest they complete it when time allows**

WIND DOWN ACTIVITY/COOL DOWN

**movement to work through emotions explored
(music - Happy by Pharrell Williams)**

Floor exercise - mindfulness to relax

Time.....10 mins.....

(music - Break Time)

RESOURCES

flip chart & pens

Pre-written keywords: “A Problem Shared is a Problem Halved”

& **upset, scared, nervous, frustrated**

“I Can Make a Choice” activity sheets

music

LEARNING OBJECTIVES

exploring, recognising and describing different feelings in self & others

finding & being a supportive person when others are troubled

using music to focus, motivate & enhance mood

using movement to music to encourage creativity & self-expression

ideas sharing & teamwork

using relaxation/mindfulness to create a calm, balanced state of wellbeing

EVALUATION

via observation & assessing the “I Can Make a Choice” activity sheet

LINKS TO CURRICULUM FOR EXCELLENCE (Experiences & Outcomes)

Health and Wellbeing

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

Expressive Arts

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 0-09a / EXA 1-09a / EXA 2-09a

I have opportunities to enjoy taking part in dance experiences.

EXA 0-10a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a / EXA 1-13a / EXA 2-13a

I use drama to explore real and imaginary situations, helping me to understand my world.

EXA 0-14a

I can respond to music by describing my thoughts and feelings about my own and others' work.

EXA 0-19a

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts, and feelings through musical activities.

EXA 0-18a / EXA 1-18a / EXA 2-18a

NOTES

