

## My hands help me see

A paired or small group activity. Make a collection of toys to place in a bag or box - the children could make their own collection. One child wears a blindfold and another child silently selects a toy from the collection. The secret toy is held so that the blindfolded child can feel it and try to identify it without looking. A correct guess signals a swap in who wears the blindfold.

- The intention is to promote respectful interaction and focusing skills which lend themselves to mindful activity.
- Success is celebrated to help support self-esteem and the careful interaction helps to support meaningful connection.

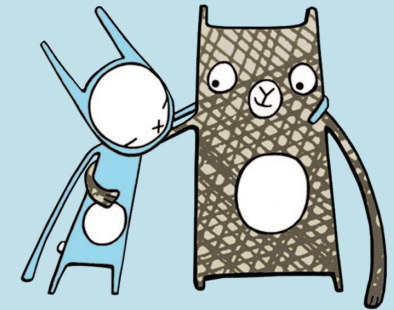


## Movers and Shakers - follow the leader style game

Using the Healthy Me Activity poster or the children's own ideas, start with one move for everyone to copy then children take turns to share a move to add to the routine. Build up to 4 or 5 moves to repeat in order.

Play different styles of music with various tempos to explore speed and style of movement.

- the intention is to promote movement, laughter and stimulate musical interpretation.
- Music is an excellent stimulus for changing mood, it boosts happy hormones and improves vagal tone. Exploring different types of music will also help children to see how some music soothes, some energises, some cheers us and some can make us feel sad - if you choose to explore a melancholy piece then ensure that you finish with something that is uplifting.



## Friendship roll - circle game

Take turns to roll a die (large foam dice would be ideal). Each number relates to an action to be performed within the circle.

1 - Smile, 2 - wave, 3 - sit next to a friend, 4 - kind words for the person on your left, 5 - kind words for the person on your right, 6 - choose a toy to share with the person next to you.

The intention is to build understanding of friendship skills, to feel connected in order to help form healthy relationships.



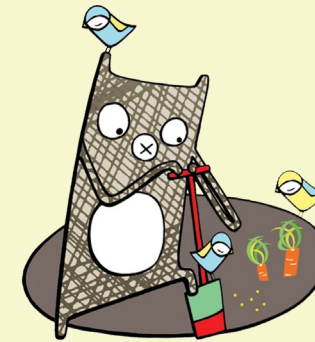
### I like it when... Stand up, sit down game.

Leader makes a series of 'I like' statements to model experiences that they find positive. Children stand up if they agree and sit down if they disagree. If children remain standing for more than one consecutive 'I like', then they change their standing position, demonstrate examples e.g. body builder, ballerina, or any funny pose.

I like it when... The sun is shining... There's a rainbow... I hear birds singing... I smell a flower... I kick up crunchy leaves... I have a cuddle... I share a story... I wear my welly boots... I have a bath... I go swimming... I eat strawberries...

Older children might like to take turns to suggest their own 'I like' examples.

- The intention is to explore what we like to help inform 'feel better' strategies for times of tricky feelings.
- This game helps to illustrate a range of opinion and preferences, showing how we are all different and that's ok!
- The game should also provoke laughter which helps to boost happy hormones and improve vagal tone.



### I spy tiny things!

A game for indoors or outside. Playing with a partner, explore the environment to find a collection of tiny things. Photograph, draw and/or describe findings to the larger group. Children could create their own tiny things tour and show their findings to others in the group. Encourage the children to study themselves as well as the space around them e.g. skin patterns on your hands, construction of clothes - weave of the fabric, stitches. You may wish to supply spy glass to help children focus carefully on tiny details.

- The intention is to promote focusing skills which lend themselves to mindful activity.
- Focusing our attention helps to bring our attention to the present moment. This is particularly useful when things are playing on our minds and can be a useful distraction when experiencing tricky thoughts and feelings. Repeated practice of these skills when we are in a calm, regulated state helps us to utilise them better when we are feeling emotionally challenged.