




SUMMER 2022

EDITION 1

# EXCITING TEACHER

MENTAL HEALTH AND  
WELLBEING MAGAZINE



The  
Exciting  
Teacher





# EDITOR'S NOTE

Based on supporting positive mental health and wellbeing both in the children we teach but also ourselves, this issue will share tips, recommendations, and stories from the teaching community to support you in fostering a destigmatising approach to mental health.



Creating a supportive environment for teachers is what I am passionate about. As a former Primary School Teacher who is now working in the field of Mental Health, I am on a mission to actively encourage teachers alike out there to not only look after the pupils that they teach but also themselves. This e-Magazine includes articles from other education-based professionals who have kindly contributed their wonderful words of wisdom to this issue, our first-ever Exciting Teacher Magazine. Topics covered include Pupil and Staff Wellbeing, 'Press Pause' Days, re-thinking our Mindset for Wellbeing, support for SENDcos and an interview with Children's Author Tracey Lear. Thank you to everyone who has contributed to our first quarterly e-Mag!

Channon Gray is a Cambridge University Qualified Primary School Teacher and an Exeter University Trainee Cognitive Behavioural Therapist.

**Channon Gray**

Founder of Exciting Teacher

**JOIN THE CLUB: [MEMBERS.EXCITINGTEACHER.COM](https://members.excitingteacher.com)**



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Exciting Teacher Magazine  
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## TOP 5 CHILDREN'S BOOKS FOR MENTAL HEALTH, WELLBEING, AND EMOTIONAL LITERACY

Article by [Bryony Dorrans](#)

Follow on Instagram: [@missdorransyearone](#)

From September 2020, Mental Health became a statutory subject as part of PSHE. Many of our young people have increased mental health problems during and after the pandemic. These are five books that I have chosen that I believe are a must-have for any classroom!

*The River* - Tom Percival

Roland is navigating a difficult part of his life and we follow his journey over a few months. I love the metaphor of linking our emotions with a river, the constant change, and a message of resilience. Tom Percival uses

colour effectively, greys and dullness to pages full of colour to reflect the emotions of the character. This book is sensitively written and shows that time can be a key healer to emotional trauma. Tom Percival has many picture books that deal with realness in a sensitive and appropriate way.

*What if, Pig?* - Linzie Hunter

This book is bright, fun and sure to put a smile on your face! This story can resonate with anyone reading it and supports children with anxiety and worries. As with most anxiety, thoughts tend to be unusual and extreme, *What if, Pig?* Explores this in a child-friendly way. In our story, Pig is planning a party – but so many 'what if's?' are giving Pig anxiety. Luckily, Mouse arrives to help Pig and guide the way. With a happy ending, it shows children that everything will be ok!

Book in Image: *What if, Pig?* - Linzie Hunter





## *I Am A Peaceful Goldfish* - Shoshana Chaim and Lori Joy Smith

In this simple story, two children learn to find their calm using different and fun breathing techniques. Our story begins, 'sometimes things go wrong...' demonstrating to children that being upset or angry are valid and normal emotions. From goldfish to windchimes children can join in and regain control of their bodies using breathing. This book is a great introduction to breathing and mindfulness for children!

## *Lucy's Blue Day* - Chris Duke

This book holds a powerful message; "it's OK to not be OK." Our main character Lucy has golden hair that changes colour to reflect how she feels. One day, she wakes up with dark blue hair but has no reason why. At school, she meets a boy with dark blue hair too and explains that we all get sad sometimes. Children can often feel overwhelmed by their emotions and struggle to communicate why, this book truly reflects this and supports children to navigate a difficult time.

## *My Monster and Me* - Nadiya Hussain

My favourite thing about this book is that the author has written it based on her own experiences and believes that no child should suffer in silence, this book encourages children to share their worries. In our story, the monster is anxiety, a key visual for children showing how overwhelming and big it can be. After talking to Gran, the monster shrinks, another great visual cue that when we share our worries, the smaller they become. At the end of the story, the monster lives in the boy's pocket, exploring the idea that anxiety can be a part of who you are, but it does not have to stop you from living your life.

Bryony Dorrans is the creative, supportive, and passionate Experienced Primary School Teacher behind @missdorransyearone over on Instagram. Her collection of Book Shelfie's showcases a variety of texts that are useful for teaching and learning about themes, such as self-esteem, anti-bullying, and mental health awareness. Here are some of our favourites:



General Mental Health Books

#SUPERSTAR  
COMMUNITY  
SHOUTOUT



Books for World Mental Health Day



Books for Children's Mental Health Week 2022 that support theme 'Growing Together'.

For more, pop over to @missdorransyearone on Instagram!

Article by Bryony Dorrans  
Follow on Instagram: @missdorransyearone



## ELI'S STORY: WHAT MAKES ME, ME!

by Author Tracey Lear

**An Interview with Tracey Lear, an Author and Parent who is passionate about Autism Spectrum Disorder (ASD) awareness.**

*Tell us a bit about you:*

My name is Tracey and I live in Bristol with my partner and our two beautiful children, Eli who is 6 and Millie who is 2. In 2019 Eli was diagnosed with Autism Spectrum Disorder and so I decided to have a go at writing stories for my children which would encourage their creativity and development, something that perhaps Eli might find challenging in the future. In doing so, I found my love for writing again and started writing books which encouraged children to be themselves, embrace their differences and be proud of who they were.

*Describe your book in 3 words:*

Eli's Story is definitely - insightful, beautiful and fun.



*Book summary:*

Eli is autistic. He sees and feels the world differently to most people and in following his story we hope it gives people a glimpse in understanding what it means to be autistic and also might encourage families to start those first conversations with their little ones.

Our book follows Eli on his mission to show the world that everyone is different and those differences are what makes each of us special.

*What inspired you to write a book?*

Without doubt my children were my inspiration. Back during Autism Awareness (now Acceptance) Week in April 2021 I thought it might be nice for Eli to read something to his class about autism. Help them understand him a little more and also encourage Eli to understand himself a little more too. So I wrote a poem and we made a



video. The video made it to social media and we received so much positivity from it. Over 50,000 hits from all over the world. People loved hearing Eli talking about autism. It was so overwhelmingly wonderful and Eli absolutely loved the attention.

I had a lot of parents reach out to me at the time and I thought to myself one day 'how lovely would it be if we turned this story, 'our story' into a children's picture book? Something that parents could use as a tool to start discussions with their family around autism'. For us, I was never really sure how to approach the subject with Eli but I knew I didn't want it to be that subject we never spoke about in the house. Having a picture book which subtly touched on the subject without it being too overwhelming for my children would be ideal and so why not make it about my children? - allow them to be the characters of the book.

As a family our book project really helped us talk about and understand Eli and each other a lot more. We all worked together on various parts of the book. It allowed us to be comfortable discussing autism with each other. Our way, may not be for everyone though and I completely respect that, that's why it's so important to point out that this is 'Our story'. Every family will have their own thoughts, their own story and their own way of approaching the subject of autism with their family. Everyone has their own story to tell and for us it was about getting the ball rolling to say 'let's talk about autism, here's our story, we would love to hear yours'

So I ran with it, it's been the best journey and now our book is out there! Eeeeeek!

*If you could say one thing to an aspiring author, what would it be?*

Do it! If you have a passion for writing, go with it. Life is too short and what I have learnt from this whole process is yes of course you will make mistakes but what you

learn from those mistakes far outweighs any negatives along the way. Looking back I wish I had been brave enough to take a bit of a gamble and do something like this a long time ago.

*How can teachers use Eli's Story: What Makes Me, ME! in their classroom?*

Our book is aimed at ages 4 to 9 years old. Of course our book is a great tool to start talking about autism but there are lots of ways our book can encourage talks in the classroom around being kind, autism and also what makes us all different.

For the younger children there are fun games like finding Dino and Corny (the little dinosaur and unicorn characters scattered about the book) This gets the little ones interacting and involved with story time and there is also a 'draw yourself here' page encouraging children's artistic flare.

For the older ages children can buddy up and compare their drawings with each other, discussing what makes them different. Great at encouraging interaction, understanding of others and new friendships.

There is also a page where each planet has a different emotion and children can suggest what emotion they think they see. There are no right or wrong answers to this it's just a great way for children to start talking about feelings and emotions and great for teachers to get an insight into the whole classrooms understanding of emotions too.



Where can you purchase  
Eli's Story: What Makes  
Me, ME!? Amazon or  
Waterstones

Instagram: @tracey\_lear,  
@elisstory\_wmmm  
TikTok: @traceylear951,  
Twitter: @tracey\_lear\_



## PRESSING PAUSE ON 'NORMALITY'

Article by [Matthew Crouch](#)

Follow on Instagram: [@mr\\_c\\_classroom](#)

**Introducing 'Press Pause' days to support mental health and wellbeing for both staff and pupils in schools. Have you heard of 'Press Pause' days? Do you have them in your school? Join the discussion using #excitingteacher across all Social Media platforms.**

I'm Matthew Crouch, the Early Years Lead and Reception/Year 1 class teacher at a rural, north-west of England primary school, with around 150 children. We have provision for ages 2-11 and have varying class sizes, with some being mixed age. I am an avid social media user and an advocate for children's mental health and wellbeing.

Like many, the pandemic and subsequent lockdowns hit our staff, children and families hard, particularly with the workload and home schooling. As we have such a great relationship with our parents, they felt comfortable to tell us when they were becoming overwhelmed with the constant juggling of work, home schooling, running a home and surviving the unprecedented times. This led us to reassess the expectations that we had of our families and how we could introduce something to ease the strain. Consulting as a staff and working with the other Mental Health Champions, it became apparent that we needed a day where we didn't set new learning and families could use this time to complete exercise, family game time, wellbeing style

activities or just to catch up on any learning they wanted to complete. Hence the 'Press Pause Day' was introduced.

Skip forward a year from the end of the second lockdown and we still implement these days at least once a half term, to ensure that our pupils are not becoming overwhelmed by the expectations that come in the education system. We call them 'Press Pause Days' as that is what we do. We pause any new learning and allow the children the opportunity to work at a slower, more relaxed pace. The day doesn't have to be curriculum focused and we often include time for activities that allow the children and staff to build on wellbeing. These have included yoga, orienteering, gardening, mindfulness colouring, baking and more. As a school we really appreciate and value the work that needs to be put in to support children and young people in creating positive mental health. One of the first things that I try to drive home with all children and colleagues, is that EVERYONE has mental health, whether that comes across in the form of sadness, anxiety, over excitement, worry – everyone has it. And for us as educators it is about supporting children to develop the tools to be able to recognise this and learn how to deal with it.





# MANAGING MINDSET FOR HEALTH & WELLBEING IN EDUCATION



Article by [Charlie Burley, The Teachers' Health Coach](#)  
Follow on Instagram/Facebook: [@the.teachers.health.coach](#)  
Podcast: [Rewriting Wellbeing: The Teachers' Health Podcast](#)



## MANAGING MINDSET FOR HEALTH AND WELLBEING IN EDUCATION

Article by Charlie Burley,  
The Teachers' Health Coach

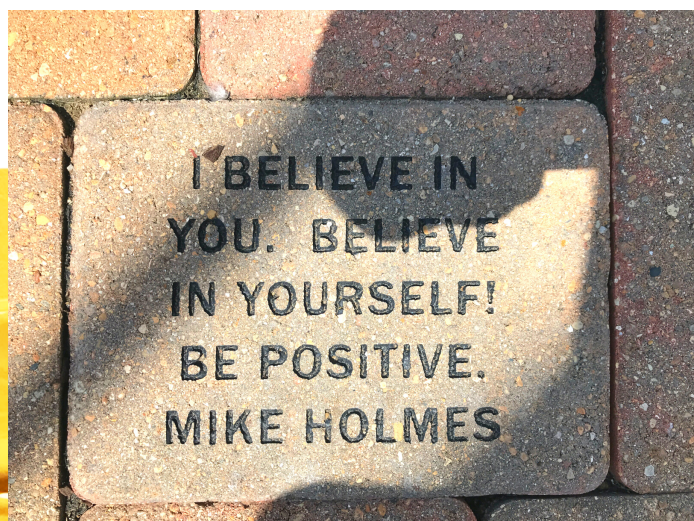
### Does our thinking impact our healthy habits and the culture of wellbeing in our schools?

For years, I found balancing teaching & learning, ever growing responsibilities and my health near impossible. This came to a head in the sixth year of my teaching career.

I was teaching in year six at the time, processing the end of a long-term relationship and my Learning Support Assistant, who I had formed a close relationship with, had passed away after battling cancer.

It was shortly before the year six SATs and a child was finding it extremely difficult to regulate their emotions after a football incident at breaktime. They came flying into the classroom, hands aloft and voice very much raised.

Suddenly, it hit me.



It was only the second time I had experienced a panic attack. The rapid heart rate and chest pain, the inability to control my breathing and the sense of dread hit me like a tidal wave. But, why? This wasn't a particularly challenging incident for me at this stage in my career, surely? I had to leave the classroom.

To cut a long story short, I was subsequently sent home, then to the hospital by 111 and spent the afternoon having tests. There was no physical evidence to explain what had happened and so I was given a twenty-four hour ECG machine to wear a week later. This also revealed nothing. I had never personally connected physical symptoms with a mental cause until that day, but it changed the trajectory of my career and the rest of my life.

Shortly after this incident, I became passionate about health & wellbeing. The topics of sleep, stress, nutrition and lifestyle and how they can completely change our bodies and minds fascinated me. I studied for a year to qualify as a Nutritionist & Coach while still teaching and beginning to make changes with my own health and wellbeing.

I've since left the classroom and now run The Teachers' Health Coach, working with teachers and school staff to support them in feeling great, finding balance and forging the healthiest, happiest lives possible. We coach our Team in all areas that impact health as a teacher including nutrition, movement, sleep, stress, workload and work-life balance.

But there's one topic that I find underpins all of the above: mindset.



Now bear with me here, I know this topic has certain connotations for many. Some people's minds jump to things like manifesting a positive future through simply visualizing it. That's not me. If that's your cup of tea, then fair play to you - I'm not going to judge anyone on their beliefs.

However for me, mindset essentially means psychology. It means looking at how what we think impacts on what we do and it is that doing part which makes all the difference!

If you were to ask a random child in the corridor, "How can I be healthy?" they would probably tell you pretty much all you need to know - that goes for almost any age group! Still, something stands in our way. We have the knowledge so what is stopping us from getting there? Is it just workload? Or is it also something deeper?

This is something I noticed in myself and something I see time and time again with the teachers, leaders and school staff I work with. It is our mindsets that impact not only how we manage our personal health but also our entire school culture of wellbeing!

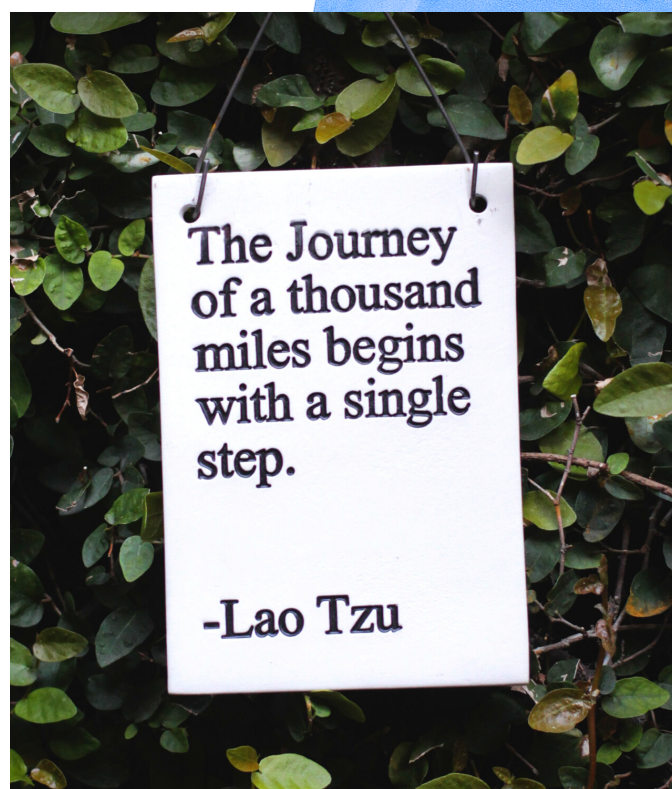
A major barrier is what I call Black & White Thinking. This might look like separating foods into "Good" and "Bad" categories, setting a goal of shutting the laptop at 5pm and feeling like we've failed when we shut it at 7pm one evening or even letting one missed workout derail the rest of our week.

The antidote to this is The Spectrum Mindset. Every decision, action and event falls somewhere on a spectrum. Almost nothing is inherently good or bad, it just is. It is the lens we view it through which makes it so. What's more, we have multiple spectrums when it comes to our health: physical, mental, social, emotional, financial, spiritual... Imagine these scales ranging from less optimal to more optimal stacked up on top of each other.

Each action we take falls somewhere on each of those spectrums. A takeaway may not support your physical health optimally right now, but it might be more optimal when it comes to your social and emotional health. Leaving the staffroom (if you make it there in the first place!) to go for a walk might be less optimal for your social health but more optimal for your physical health.

The goal is not to get it all right, all of the time. I often share with the Team Voltaire's famous quote, "Perfect is the enemy of good." Or "Positive progress over perfection." Look at where your actions fall on average. Are they usually more or less optimal? Are you happy with this? This leads me into my next mindset shift...

Most of the time, we think like a train. We consider our actions to either be "on track" or "off track". This means that when we have a parents' evening, a social event where we might enjoy a glass (or four) or an upcoming pinch point in the academic year, we completely derail. "A train crash" is a phrase for a reason and this is often how we view our wellbeing.





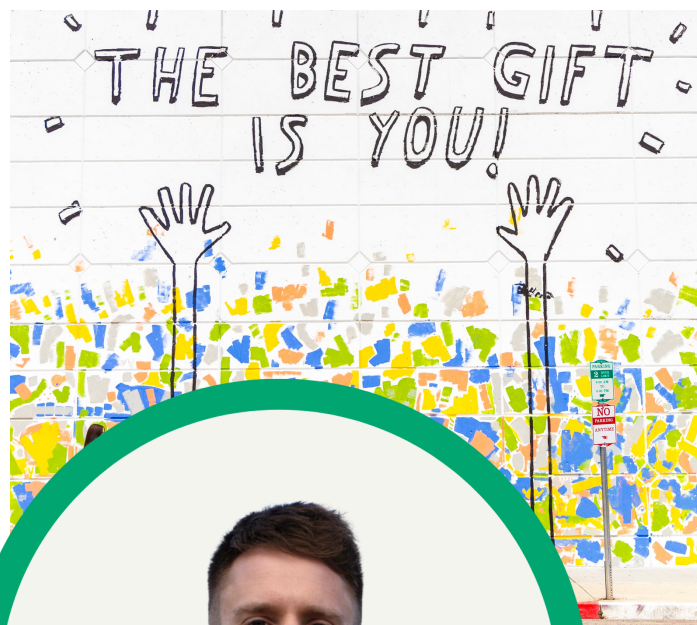
Instead, we can think more like a ship in the ocean. When a ship is off course it simply calculates, makes a minor adjustment and then waits patiently. That's what we must do when it comes to improving not just our personal health and wellbeing but the culture of wellbeing within our schools.

Notice that I didn't say, "Screw up the map, scrap the plan and start from scratch"? We only need to make those minor, one percent changes rather than trying to overhaul everything at once. Imagine asking a child to go from mark making to consistent cursive handwriting! It wouldn't work would it. Yet when it comes to our own healthy habits this is the first thing we forget.

As professionals, this perfectionism perspective can be something we really struggle with. Of course, we're not born with these mindsets. They're just that: thoughts set in our minds from nurture rather than nature. Our own values and identities dictate the lens through which we see both our health and our profession. As teachers, we are often a certain type of person: empathetic, dedicated and ambitious. These are amazing traits to have but sometimes when coupled with ever-raising standards, increasing expectations and heavier workloads they might often leave you stretching to reach a target that is always in motion.

It goes without saying that random CPD sessions, doughnuts in the staffroom or early finishes aren't going to change wellbeing. These things are nice and are always appreciated but they're not going to tackle the root. This comes from a living, breathing culture which sits on a foundation of communication, trust and mutual respect, no matter what your role in school. Culturally, these are the areas we need to apply the above lenses to.

It can be easy to dismiss wellbeing as an inconvenience. However, at the end of the day, without health we have nothing. It is possible to make tectonic shifts with both our personal health and the professional culture of wellbeing we find ourselves in. I've seen it done; I've supported teachers through it. But it's important to remember that what we think impacts on what we do and it is this action that is desperately needed within our schools, sooner rather than later.

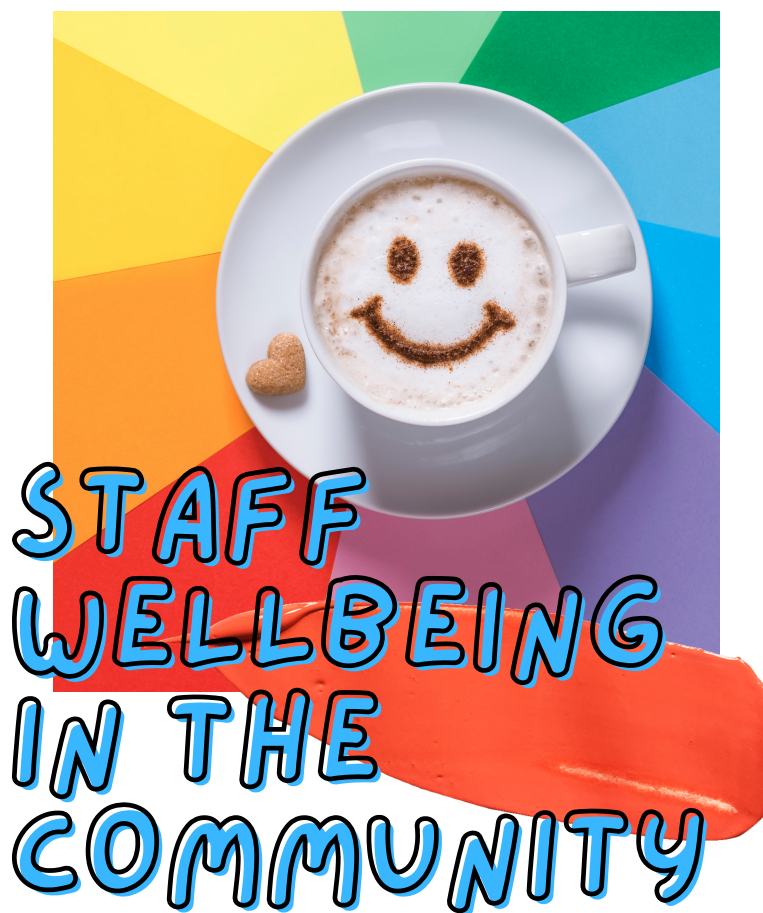


**Charlie Burley,**  
**The Teachers' Health Coach**

Article by Charlie Burley,  
The Teachers' Health Coach

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Podcast: Rewriting Wellbeing: The  
Teachers' Health Podcast





**We asked the teaching community on Instagram what they do in their schools to boost staff wellbeing.**

'Staff Wellbeing' seems to be a buzzword that is often thrown around within the education world. However, it is not always felt by staff. Finding a work-life balance is difficult, especially following a global pandemic whereby the emphasis is on a 'recovery curriculum', data and 'catch-up' to make up for missed schooling. Here are some ideas that members of the community have been doing in their schools, you might take away one to embed in your setting.

**"A celebrate board - we write anonymous post-it notes about other staff members with nice sentiments on them."**

*@thefragilisticteacher on Instagram*

**"Each year group has a bag of goodness, given to those who need it. It gets refilled and regifted by those who receive it."**

**"We have a staff bake-off every couple of weeks. Sometimes there is a theme. We recently had an Easter one!"**

**"We also have a 'cuppa, cake and colouring in' sessions after school in the staff room."**

*@eyfs\_fun\_missd on Instagram*

**"We all (teachers and support staff) get a half-day of wellbeing time each week to spend how we wish, doing something we love doing. This makes us feel very appreciated."**

*@busy\_mum\_of\_three\_ on Instagram*

'Other ideas include hosting managing stress sessions, reliance-workshops to normalise speaking about feelings (considerations around the presence of SLT should be thought about), embedding asking about wellbeing into staff appraisals, encouraging staff buddies, setting aside time in meetings to acknowledge and praise what staff have been doing!



Article by Channon Gray  
Follow on Instagram: @excitingteacher

Share your ideas with the community using  
[#excitingteacher](#) on Social Media.



## MOVING AWAY FROM THE FEELING OF BEING A 'SOLO SENDCO'

Article by Amelia Heath, The SEND Suite  
Follow on Instagram: @thesendsuite

**Working as a SENDCo can, at times, feel like the loneliest job in the world; after all there is, typically, one SENDCo in each setting. But how do you break that 'solo' feeling in your workplace?**

SENDCo's, you are experts. Knowledgeable experts of your own settings. Informed experts students' needs and educated experts of a range of needs/barriers and how to break them down. You have the knowledge that staff want to tap into, the advice that parents crave and lead the support that students need.

So, smash that 'solo' feeling into pieces and find the wealth of support that is out there for YOU.

- Join and actively participate in SENDCo communities and networks (e.g. School clusters, inner-Trust, local networks, sharing panels, social media groups, local schools in different phases etc).
- When you need it, ask for it. Time. Funding. Responsibilities. When you will need to focus on some deep work for the time and space where you can focus and not be interrupted. As the context of the role changes (thinking about the latest green paper), your role will naturally change; liaise with your Head/Line Manager about your post.
- Delegate. Every SENDCo has a team of staff there to support you! We are leaders, we are there to develop staff. What can you off-load to someone else to develop their leadership of a key area and at the same time, free your time a little?

- Stick to your time. When you finish working, finish working! Prioritise those more important tasks and move the rest to a quieter time. The Eisenhower Matrix when you're feeling particularly overwhelmed. Your time for you and your family/friends is crucial. Introduce a 'no work at home' ban. Leave early one or two evenings a week. Find a pattern that works for you.
- Get some fresh air. That feeling when you go outside and take a walk around the school grounds, or go out at social times and the students want to have a chat or ask how you are; golden.
- Take time each week to remember what has gone right. Leave on a high and start your weekend proud of everything you've accomplished. (Each week while your computer powers down, list every 'win' from the week or call a parent/carer about something you are proud of a student for.)
- Know your worth. You are the expert. A valuable and valued member of staff with a wealth of knowledge. Remember that. If you are not feeling valued in your school, find a school where you are.

So, teachers reading this. Take a minute this week to check in on your school SENDCo. Recognise that they are human with one of the largest workloads in school. Let them know how much you appreciate them.

Dear SENDCo's and aspiring SENDCo's, you do not always have the magic answer that will fix every issue that arises. Take advantage of the communities of SENDCo's out there. You are not alone. You are part of a large network of experts working in different settings with different suggestions and ideas. Do what you can in the time you are given; do not work in 'solo'.



## STRESSFUL SATS

Article by Channon Gray

Follow on Instagram: @excitingteacher

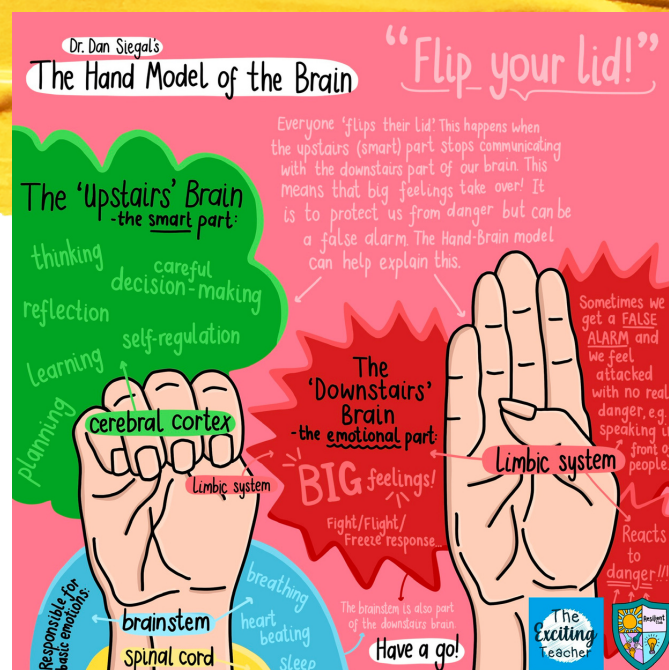
It's that time of year again when SATs are around the corner. This can cause stress for both pupils and staff. This article will share what stress is and how to negotiate it. It might be that you share some of these ideas with your class or adopt them in your own life.

### What is stress?

*Stress is the body's natural reaction to change, the body responds physically, mentally and emotionally, especially when there is a perceived threat or danger.*

Firstly, it is normal to feel stressed at some point in our lives. It's our body's way of keeping us alive and safe. Stress is directly linked to the **Flight/Fight/Freeze response**. This is a survival mechanism that is in all human beings. However, we may respond differently in different scenarios. For example, some might run whilst others may freeze when they see a spider. It is important that we learn to manage our stress levels, especially when it is a false reaction to a danger that doesn't exist. For example, the feeling of fear before a job interview, during an exam, or during a moderation meeting. You may experience wanting to run away, act defensive, or just freeze and say/do nothing at all!

There are lots of coping mechanisms for responding to feeling stress. These are helpful for both adults and children.



### Finding a Balance

Everyone talks about finding a work-life balance but sometimes this is hard to do. Plan out a schedule and be strict about finding a balance between work (or school), socialising, me-time, and body care (exercise, healthy habits, etc). Often we find ourselves doing too much of one thing and not enough of another. As a teacher, it's about a balance between work (time spent in school, planning and preparation outside of working hours, assessment, wider responsibilities) and play (socialising, hobbies, activities for pleasure, time alone). As a pupil, it's about finding an equal balance between revision/school work and time doing what you enjoy.

### Time Management

Managing your time effectively is useful for reducing stress levels. Setting aside a certain amount of time to complete a task and being strict with yourself about walking away from it when that time runs out. The 'to do' list will never be complete so be realistic about what you can achieve and set a timer.



## Setting Realistic Goals

Let's be honest, we have all set goals for ourselves that are completely unrealistic at one time or another. Setting SMART (Specific, Measurable, Achievable, Realistic, Timely) goals are important if we want to succeed in reaching them.

- What do you want to achieve?
- How will you know you have achieved it?
- Is it possible?
- Do you think you can do it?
- When do you want to achieve it by?

### Let's set some SMART Goals

When thinking of goals, it is important that they are SMART. This means that they can be ticked off quicker. Goals take time but you'll get there!

<b>S</b>	<b>Specific</b> What do you want to do?	
<b>M</b>	<b>Measurable</b> How will you know when you have reached it?	
<b>A</b>	<b>Achievable</b> Do you think you will be able to do this?	
<b>R</b>	<b>Realistic</b> Do you think this is possible and worth it?	
<b>T</b>	<b>Timely</b> When do you want to complete it by?	

@excitingteacher

Resource available on the Exciting Teacher Member's Club!



## Take Control

When everything is feeling overwhelming, it can be easy to forget that ultimately you are in control. Every problem has a solution, you just need to find it. However, sitting back and letting the problems build will only contribute to feeling stressed. Consider what you are able to control versus what you are not able to control. Problem-solve what you can control, let go of what you cannot.

## Take Control

Talking about everything that is doing on is important for your well-being and stress levels. The world is constantly adapting around us and we are needing to respond to change without the added pressure of SATs

looming. Connecting with colleagues, peers, friends beyond school and family can help to ease the burdens associated with feeling stressed at work (or school). These are the people that we can turn to when we need support. Sometimes when we are feeling stressed then we can neglect our relationships with others, but spending time with people helps us to relax, have fun and laugh (an excellent stress reliever).

## Get Outdoors



Exercise and fresh air isn't a miracle cure for feeling stress but it does help by allowing you to clear your thoughts, allow for thinking time, and reset. Getting outside is calming and forces you to move away from your desk or laptop and get a change of scenery. Go for a walk with a friend, dust off the bike, treat the dog to an extra stroll or soak up the sun.

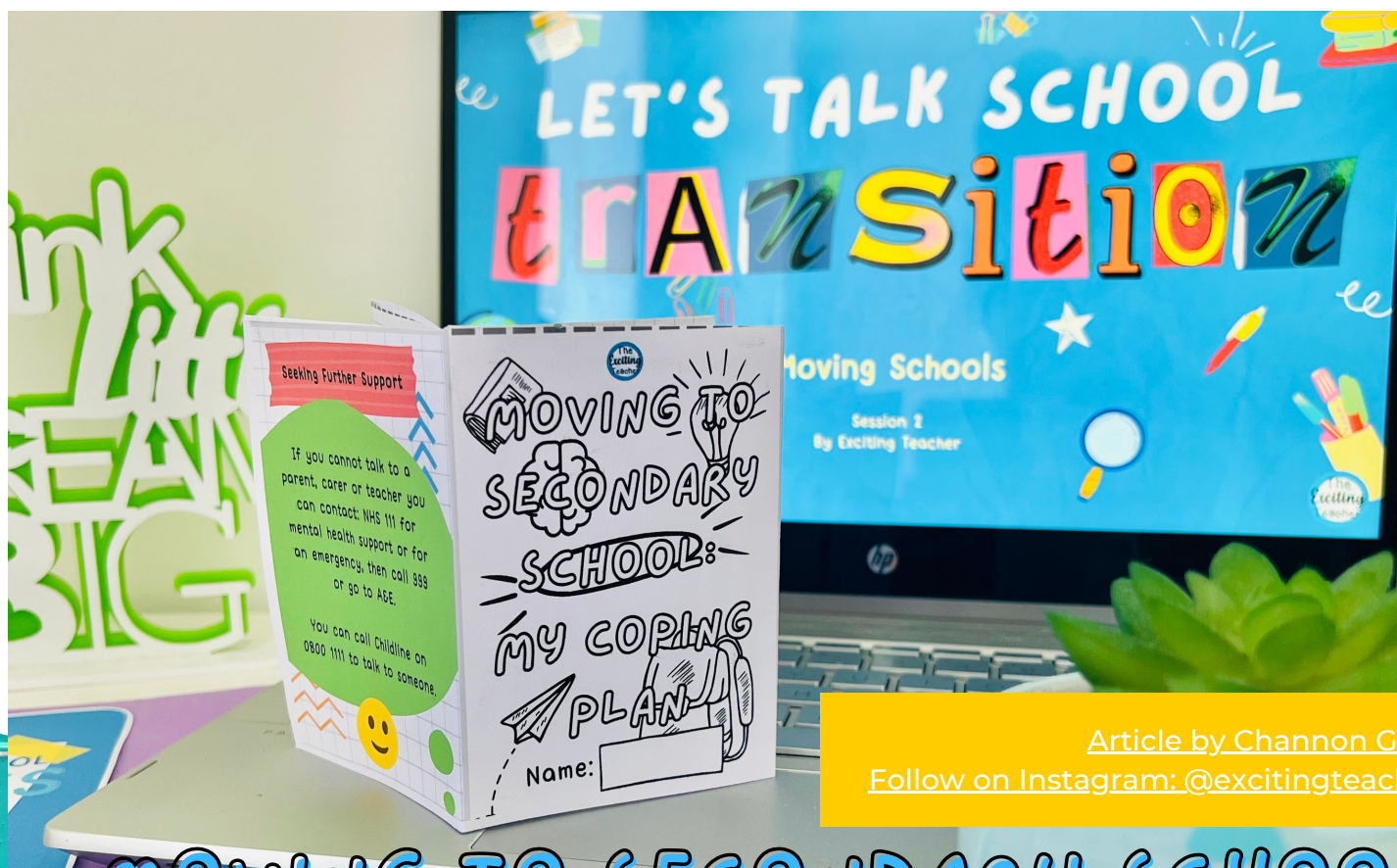
## Want to find out more?

Find out more about negotiating feeling stressed as well as some further practical advice over at: <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/tips-to-reduce-stress/>

Don't forget to share your ideas with the community using [#excitingteacher](https://www.facebook.com/excitingteacher) on Social Media or join the Exciting Teacher Member's Club Facebook Group.







## MOVING TO SECONDARY SCHOOL

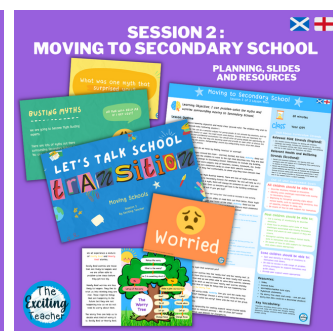
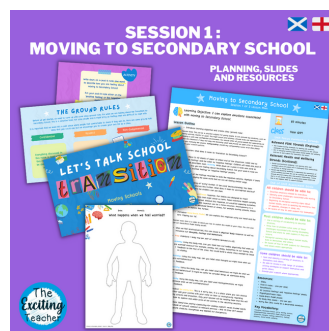
It's the time of year when the word 'transition' is floating around as Year 6 teachers prepare to begin the discussions surrounding moving to Secondary School.

For many children, the thought of moving on to Secondary School is scary and anxiety-provoking. The transition comes with lots of changes as well as a host of myths, such as "On my first day, I will get my head flushed down the toilet!" or "If I get lost, then no one will help me!".

When thinking about planning sessions on moving to Secondary School, it's important that the focus is on equipping the students with tools to cope with the changes and overwhelming feelings that can come with the transition. At Exciting Teacher, we have put together a sequence of lessons on transition that specifically focuses on coping

strategies, managing worries, and busting myths.

All of the sessions designed by a Qualified Primary School Teacher, come with a lesson plan, slides, and worksheets/activities to complete. It is aligned with both the English and Scottish PSHE Curriculum for transitioning to other schools. The activities are a mixture of practical sorting tasks, group discussions, quizzes, and creative projects. You can find all the resources on our Exciting Teacher Member's Club over at: [members.excitingteacher.com](https://members.excitingteacher.com).





## Exciting Teacher Member's Club

# SHOWCASE

Resources for developing  
mental health, wellbeing  
and emotional literacy.

Use code:  
**ETSUMMER**  
for 10% off!



**JOIN THE CLUB FOR LESS THAN A CUP OF COFFEE OVER AT:**  
**[MEMBERS.EXCITINGTEACHER.COM](https://members.excitingteacher.com)**



**Filtering Our Thoughts**

Can you think of ways to 'filter'?

**Red Thoughts**

Filtering our thoughts - only letting our thoughts pass through

**Green Talk**

1. Is it true?
2. Is it helpful?
3. Is it kind?
4. Is it necessary?
5. Is it fair?
6. Is it honest?
7. Is it respectful?
8. Is it responsible?
9. Is it safe?
10. Is it legal?

© 2014 by The Exciting Teacher

**DOWNLOADABLE RESOURCES**

**Name 3**  
Name 3 animals you find at a farm?

**Name 3**  
Name 3 things you find in a house?

**Name 3**  
Name 3 things you find in a garden?

**Name 3**  
Name 3 things you find in a shop?

**Name 3**  
Name 3 things you find in a park?

**Name 3**  
Name 3 things you find in a zoo?

**Name 3**  
Name 3 things you find in a car?

**Name 3**  
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**Name 3**  
Name 3 things you find in a plane?

**Name 3**  
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**Name 3**  
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**Name 3**  
Name 3 things you find in a truck?

**Name 3**  
Name 3 things you find in a ship?

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**Name 3**  
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**Name 3**  
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**Name 3**  
Name 3 things

[illegible]

**My Emotions Bookmark**

Use this Bookmark, to help you express different words for each feeling

**Happy**

Jocular  
Optimistic  
Cheerful  
Gregarious  
Jovial  
Jolly  
Jocund

**Calm**

Unperturbed  
Calm  
Unfazed  
Unbothered  
Unruffled  
Untroubled

**Sad**

Woe  
Gloomy  
Downcast  
Downhearted  
Downcast  
Downcast  
Downcast

**Anger**

Angry  
Cross  
Furious  
Irritable  
Incensed  
Indignant  
Irritated

**Tired**

Put-up  
Exhausted  
Worn-out  
Drooping  
Drooping  
Drooping  
Drooping  
Drooping  
Drooping

**Worried**

Scared  
Concerned  
Anxious  
Nervous  
Fretful  
Fretful  
Fretful

**Muddled**

Unhappy  
Anxious  
Anxious  
Anxious  
Anxious  
Anxious  
Anxious

**The Writing Teacher**



**DOWNLOADABLE RESOURCES**

How does it make you feel?

A different feeling

When I feel over...

When you see a friend...

When I lose...

When I made a mistake...

When it is a Friday...

When you go to school...

When you are sad...

The Exciting Teacher

[illegible][illegible]

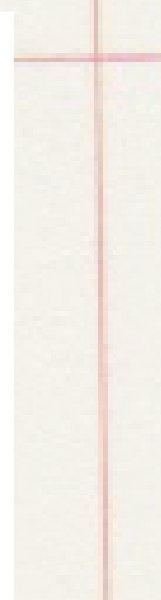
The  
Exciting  
Teacher

**Member's Club**

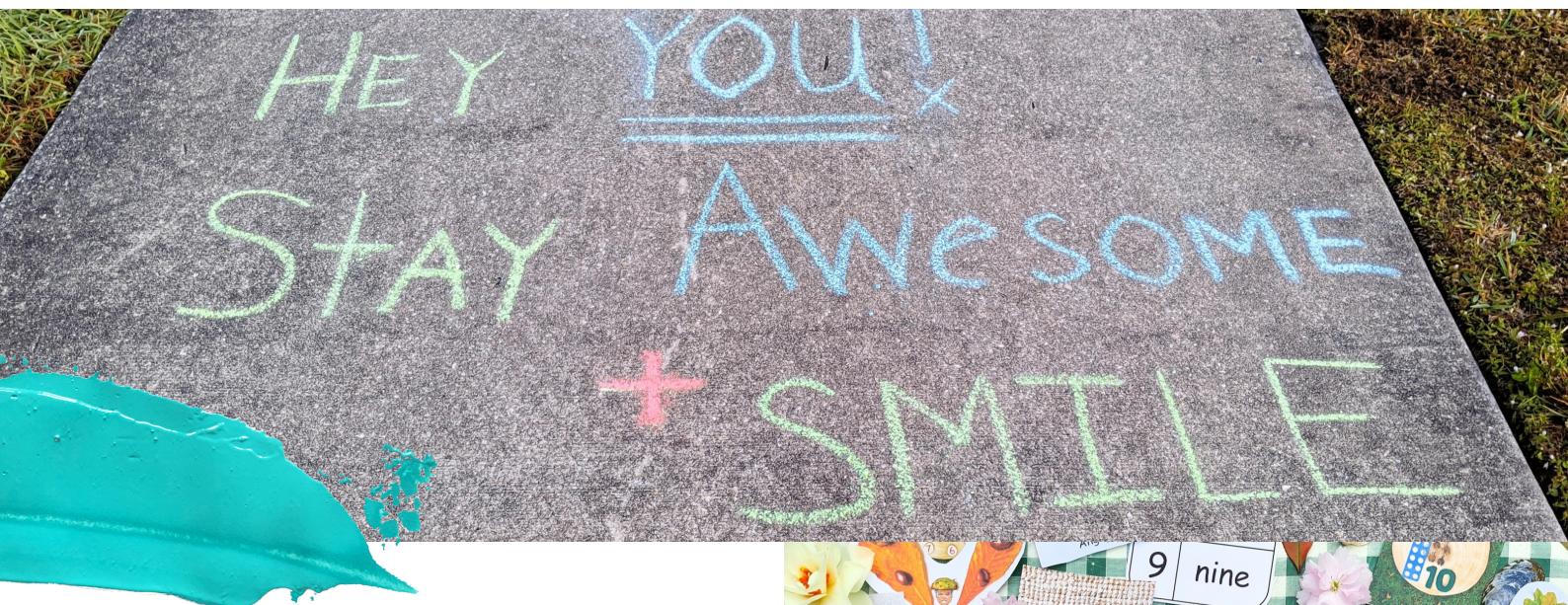
Instagram/Facebook/Twitter: @excitingteacher



The image shows a child's drawing of a jar of gratitude. The jar is labeled "My Gratitude" and has a list of things the child is grateful for. The list includes "The exciting weather", "Draw a doodle or color for everything you feel grateful for", "These are all reasons I am grateful", "A heart", "A sun", "A castle", "A book titled 'Hornet Policy'", "West Ham", and "A forest scene". The jar is drawn with a blue lid and a white body. The background of the drawing is a mix of yellow and orange, with a pinkish-red brushstroke at the top.







## PLAY AT THE TREE HOUSE

[Shop now:](#)

[etsy.com/uk/shop/playatthetreehouse/](https://etsy.com/uk/shop/playatthetreehouse/)

Play At The Tree House is a hub for nature inspired learning resources. All items are made by me Amy, I'm a teacher and mum to three living in North Wales. After spending many years teaching in central London I am passionate about connecting children with nature through learning.

Use code: EXCITING10 for 10% off.

Instagram: [@play.at.the.tree.house](#)



## STORY PLAY KITS

[Shop now over on Instagram @storyplaykits](#)

Story Play Kits is a small business run by Emma, a Parent and Primary School Teacher who is passionate about play. Kits include a story as well as resources to encourage playfulness. There are multiple themed kits including counting, fairies, mini-beasts, sunflowers, shapes, and more. Head over to Instagram to see more photos and check out the kits that are available.

Instagram: [@storyplaykits](#)





## MY MOOD STARS

Shop now: <https://www.wendywoo.uk/>

My Mood Stars are an award winning emotion resource cunningly disguised as toys! The eight child hand-sized, plush, Stars depict different moods that children relate to. My Mood Stars either come as a set or with their own My Mood Stars board onto which the Stars can pop on and off for extended sensory play. The Stars also come with their own badges so that they can be worn too!

Use code: XT23 for 20% off (My Mood Stars only, excluding single stars and cushions).

Instagram/Facebook/Twitter: @mymoodstars

## FLAKE KEYRINGS

Shop now: <https://etsy.me/3gKzpEQ>

Flake Keyrings and Gifts offer a range of gifts and exciting treats. Our products range from personalised keyrings to beaded bracelets and vinyl stickers. We are always bringing in new products to grow our range. We are an eco-friendly brand, using recyclable and compostable packaging.

Use code: 'KEY10' for 10% off.

Instagram: @flake\_keyrings

TikTok: @flakekeyrings



## THE SENSORY SUBMARINE

Shop now: [www.thesensorysubmarine.com](http://www.thesensorysubmarine.com)

**DELUXE BIG FEELINGS KIT:** Emotional regulation is not a skill we are born with. Children with sensory processing difficulties can quickly become frightened, angry, or upset. This kit is designed to help children recognise, understand and communicate these feelings and equip them with skills and tools to help with self-regulation! Lots more sensory kits available on the website.

Use code: 'Feelings10' for 10% off.

Instagram: @thesensorysubmarine



# UPCOMING EVENTS

for your calendar!

## MAY 2022

### 5th May 2022

Global Hand Hygiene Day

### 3rd-9th May 2022

Sun Awareness Week - sharing sun safety.

### 4th-9th May 2022

Deaf Awareness Week: Spreading the impact of hearing loss within the community.

### 4th May 2022

United Nations International Anti-Bullying Day. Speak out against bullying and stand alongside those who are bullied.

### 9th-15th May 2022

Mental Health Awareness Week. The theme this year is 'loneliness.'

### 17th May 2022

International Day against Homophobia, Transphobia and Biphobia. Raising awareness of LGBT rights worldwide.

### 19th May 2022

Global Accessibility Awareness Day - talking, thinking and learning about inclusion for the one billion people worldwide with disabilities.

### 21st May 2022

United Nation's World Day for Cultural Diversity

## JUNE 2022

### June 2022

Pride Month - celebrating who we are as individuals.

### 2nd-5th June 2022

The Queen's Platinum Jubilee

### 5th June 2022

World Environment Day - #OnlyOneEarth

### 6th-12th June 2022

Bike Week - get out and cycle!

### 13th-17th June 2022

British Nutrition Foundation Health Eating Week - have 5 a day!

### 13th-19th June 2022

Men's Health Week - encouraging boys and men to seek professional support for health-related problems.

### 20th - 26th June 2022

National School Sport Week. This year's theme is: Belonging - a place in sport for every child (Youth Sport Trust). Registration is now open for schools.

## JULY 2022

### 29th June - 19th July 2022

Children's Arts Weeks - a three week UK-wide programme run by Engage, the National Association for Gallery Education. Promoting visual arts career pathways with weekly themes: The Natural World, Connecting Across Generations and Literacy and Creative Writing.

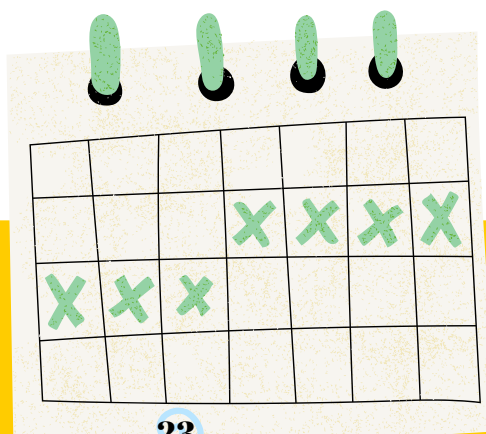
### 30th July 2022

International Day of Friendship

## AUGUST 2022

### 28th July - 8th August 2022

Commonwealth Games in Birmingham





# TAKE A BREAK

Summer 2022  
Exciting Teacher Magazine

S	Q	U	Y	W	S	S	E	T	B	O	B	M	A	N
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WELLBEING  
MENTAL HEALTH  
SELFCARE  
FEELINGS

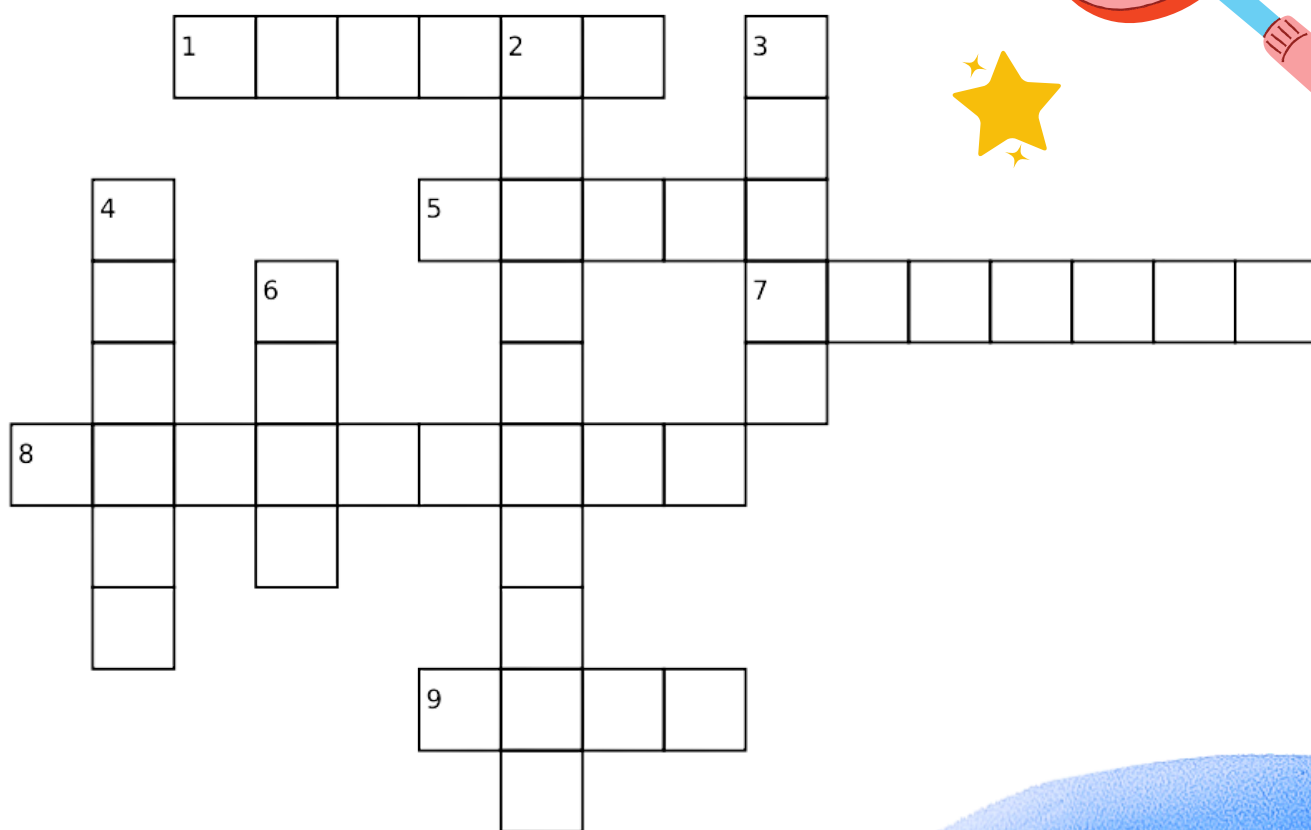
STAFF  
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TEACHER  
SCHOOL  
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RELAX

SATS  
TRANSITION  
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SUMMER



## CAN YOU COMPLETE THE CROSSWORD?



### Down

- 2. changing from one state to another, a period full of change.
- 3. to take a rest.
- 4. emotional strain from demanding circumstances.
- 6. speaking, communicating.

### Across

- 1. a person's mental or physical condition.
- 5. interrupt, temporarily stop.
- 7. feeling a worry, unease, can be mild or severe.
- 8. a state of being comfortable, healthy or happy.
- 9. a temporary state of feeling.

### Answers:

<https://excitingteacher.com/exciting-teacher-magazine-crossword-answers/>





## DO YOU WANT TO WRITE FOR US?

We are looking for budding writers to contribute to our next edition. Are you a budding writer or small business owner and passionate about mental health and teaching?

Send us a bit about you and an article idea to [excitingteachercontact@gmail.com](mailto:excitingteachercontact@gmail.com) using the subject 'Magazine Article Idea'

For advertising opportunities for small businesses related to emotional literacy/mental health and wellbeing then also get in contact!



YOUR  
IDEAS  
MATTER





NEXT EDITION COMING  
SEPTEMBER 1ST 2022

**THANKS FOR  
READING**

FOLLOW US ON INSTAGRAM:  
@EXCITINGTEACHER

