

## REFLECT RATIONALE

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Reflection is important as part of phase 3 support because it values the lessons children and young people have drawn from this period and each other and how it may have shifted their thinking for the future. We cannot forget that we are in unprecedented times and that concept in itself is hard to grasp. Many teachers and parents have told us that children are asking them ‘when did you last have a virus?’ or ‘what did you used to do?’ the notion that a pandemic of this nature and scale has not occurred in most peoples’ life span is a hard concept for children and young people to comprehend. Narrative practice identifies the importance of story in our lives in the past, present and future and it is likely that this period will impact upon the ‘story’ of all children’s’ lives for generations to come.



## TIPS

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Discuss reflection as a journey that enables us to think about where we have travelled and where we could go next. Discuss the idea of a rucksack that children can pick up skills and thoughts to learn along the way. This rucksack could remain metaphorical or could be something the children physically make and then add thoughts and achievements into during the school term

Encourage children to give themselves ‘moments to pause’ or brain breaks where they reflect on the day or on any worries or concerns that they have

Empower children to set future goals and be thinking about aims or goals for the future. Discuss the challenges of uncertainty but, how we can use this to help us at times. Many children may be feeling the effects of changing restrictions and guidelines and the impact that this has for their families. Help children to develop and think about their ‘change challenges’ and how they can develop a toolkit to help to cope with these.

## FURTHER WORK

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Monitor children who find communicating experiences difficult especially if this has changed or shifted. Be mindful of ongoing anxieties children or their families may be experiencing. Encourage children to share concerns.. Where required alert well-being team or equivalent if consistent patterns of anxiety or low communication are observed