



Week 2... Belonging

HOW ARE WE COPING WITH CHANGE?

Continuous change triggers the brain's threat response system, putting us in a constant state of alert

LOTS OF CHANGE CAN LEAD TO FEELING ANXIOUS, IRRITABLE, SAD & DISTRACTED.

Perceived threat sends our bodies into Fight, Flight or Freeze responses

WE 'FLIP OUR LIDS' - WE CAN'T THINK STRAIGHT & IT'S HARD TO REASON WITH US

Relationships are key to supporting the wellbeing of ourselves & others...

'EVERY INTERACTION IS AN INTERVENTION'

WHAT CAN WE DO FOR OURSELVES?

SEEK HELP WHEN YOU NEED IT

- ask a colleague to be your 'buddy' & be available to each other if you need to talk about how you are finding the return to school.

REMIND YOURSELF THAT YOU ARE DOING YOUR BEST

- Use these Living Life to the Full resources ([here](#) & [here](#)) to reflect on some of the ways that change may be affecting how you think, feel & behave just now.

WHAT CAN WE DO FOR OTHERS?

BE OPEN & AVAILABLE

- Consider ways that you can make yourself available to listen and respond to the worries of young people (& colleagues) arising from change.

ACKNOWLEDGE THE MISSED EXPERIENCES AND IMPORTANT TRANSITIONS

- Plan alternatives to mark rites of passage.
- Show empathy and understanding of the feelings associated with these missed opportunities

TRY THIS:
60 Second Meditation

Try to be consistent with your class structures and in your interactions with young people.

A PREDICTABLE ROUTINE CAN HELP EASE ANXIETY ABOUT CHANGE BECAUSE IT HELPS US TO KNOW WHAT TO EXPECT

Use of visuals can help everyone to understand what is expected

FIND OUT MORE

- [Nurturing wellbeing to build back better: Transitions are important in children's lives](#) (RNRA)
- [Season's for Growth](#)
- [Managing unexpected endings and transitions](#) (Anna Freud Centre)
- Dr Karen Treisman explains her quote '[Every interaction is an intervention](#)'
- '[Key messages about Feelings](#)' infographic (Safe Hands, Thinking Minds)