



# CARE IN THE CLASSROOM

A pastoral primer in 60 seconds



Experiences may have been positive or negative, but without exception, every student has had to adapt to significant disruption in their life. Each student will be somewhere along a journey of reconciling their new reality.

## STUDENTS HAVE LOST...

### RELATIONSHIPS

- vital to the development of social identity



### STRUCTURE

- psychological and physiological guides to work/rest etc.



### FREEDOM

- Independence fosters healthy self-identity



### LEADING TO...

- Confusion
- Loneliness
- Re-Discovery
- Maturity

- Tiredness
- Frustration
- De-motivation
- Creativity
- Experimentation

- Domestic Difficulties
- Reckless Behaviour
- Sedation or Calm
- Empathy and Sympathy
- Gratitude and Appreciation

## GRIEF

Loss triggers a natural grief response. Expressing grief is a positive process. It is not 'work to be completed', but it is helped by:

- Recognition
- Self-care
- Support from Peers and Mentors

## HEALTHY DYNAMIC OSCILLATION

Students will move between orientations of 'loss' and 'restoration'

- Crying
- Yearning
- Anger
- Dwelling
- Withdrawal



- Adaptation
- Socialising
- Joy
- Peace
- Re-creation of identity

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## LISTEN

The very best thing you can do is hear your students.

- Create space/time for students to express themselves
- Listen to words said
- Listen to words left unsaid

## SAFEGUARDING AWARENESS

You may be the first adult your student has met in many weeks.

Be vigilant to disclosures.



## SIMPLE CONCEPTS

Time  
Safety  
Space  
Breathing  
Music

Testimonies  
Poetry  
School Values  
Arts and Drama  
Wondering questions

## PRACTICAL IDEAS

- **March Me.** Students write a letter to post back in time to their past self just before Lockdown.
- **Pick-a-Pic.** Provide a large and varied selection of images. Students choose which reflects their experience and explains their thinking to the group.
- **Kenning Riddle.** Students describe their experience using the literary device (Noun plus a verb converted into a noun by '-er' suffix) e.g: School Closer, Friend Stealer, Space Maker, etc.
- **Restoration Recipes.** Students acknowledge different feelings, and identify what they need to manage and manifest them. e.g: Feeling overwhelmed - need 2 minutes of space from others and a finger tapping exercise.
- **Story Stones.** Students paint individual facial parts onto stones (eyes/mouths/eyebrows etc.). Students then share stones around to create a face expressing their feelings.
- **How Feel I?** Write various emotions on respective post-it notes. Without looking, students stick them on their foreheads and have to guess their emotion by asking a series of questions.
- **Community Contribution.** Using your school values, students work in groups to write Lockdown rules/guidance to suggest to the School Leadership.
- **Charades.** Each student writes down 2 or 3 activities they did during Lockdown. In groups/teams one student at a time attempts to mime the activity for the others to guess - as many as they can in 30 seconds!
- **Fortunately/Unfortunately.** In groups/pairs students invent an experience of Lockdown using alternating optimistic/pessimistic statements. e.g: "unfortunately schools were closed", "fortunately it was sunny", "unfortunately I got sunburn", etc.



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The Spinnaker Trust is a Christian charity enabling voluntary Chaplains to provide pastoral and educational support to their local schools.

We designed this 'Pastoral Primer' out of our own experiences, to empower teachers in their care for their students. We offer this with a prayer that all is well with you and that you are as healthy in body as you are strong in spirit

(3 John 1:2 NLT)

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