

# SUMMER POWER UP



Keeping Yourself  
feeling Good over  
the holidays!



YOU CAN USE THIS BOOKLET TO HELP YOU LOOK AFTER YOURSELF DURING THE HOLIDAYS

## BEFORE the holidays

Talk with a grown-up at school and make a 'feeling good' plan for the school holidays.

## DURING the holidays

Keep a weekly diary. Try out some of the 'feel good' activities for that week.

## AFTER The holidays

Reflect and then talk with an adult at school about how the summer holidays went.

The name **POWER UP** comes from the idea that we need things to keep ourselves full of energy and positive thoughts and feelings.

## FEEL-GOODS

These are things we do to keep us feeling strong and positive.



## TRICKY THINGS

We all have tricky things which can make us feel worried, angry or sad.



FIGHTING



BEING LEFT OUT



## HELPERS

These are people or groups who help you to feel good.



**BEFORE THE HOLIDAYS:** Make a Power Up plan at school

WHAT ARE YOUR **FEEL-GOODS?** What are you looking forward to over the holidays?

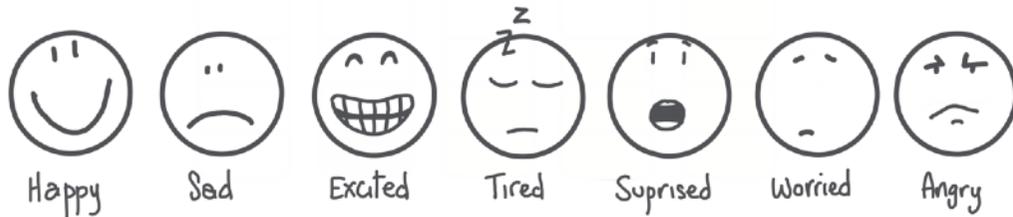
WHAT ARE YOUR **TRICKY THINGS?** What are you worried about?

WHO ARE YOUR **HELPERS?**

# DURING THE HOLIDAYS: Keep a holiday diary

## WEEKS 1 AND 2

COLOUR IN THE FACE THAT MATCHES HOW YOU HAVE BEEN FEELING:



FEEL-GOODS

TRICKY THINGS

HELPERS

It can really help to keep busy if you feel a bit worried or not quite right. Try these ideas:

MAKE A MODEL OR DEN



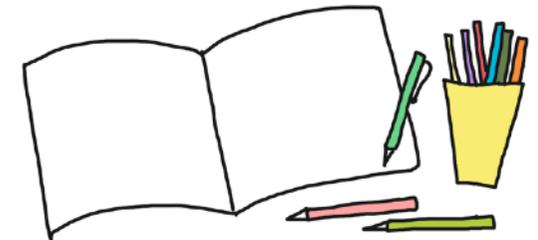
LISTEN TO YOUR FAVOURITE MUSIC



PHONE A FRIEND OR MEET UP WITH THEM



DO SOME COLOURING, PAINTING OR DRAWING

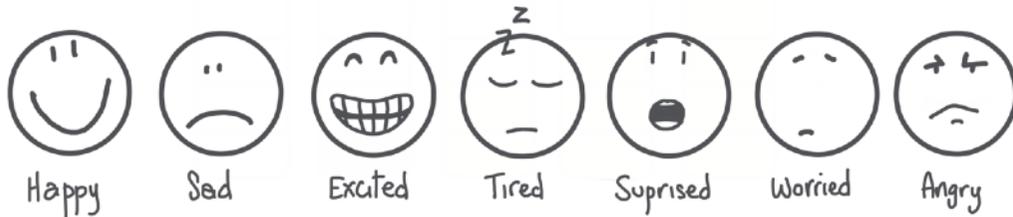


PLAY A GAME ONLINE

# SUMMER POWER UP

## WEEK 3

COLOUR IN THE FACE THAT MATCHES HOW YOU HAVE BEEN FEELING:



FEEL-GOODS

TRICKY THINGS

HELPERS

When you move a lot and get out of breath you keep yourself fit and you feel happier!

Try these ideas that get you moving:



DO SOME STAR JUMPS... THEN RUN ON THE SPOT OR UP AND DOWN SOME GRASS



DANCE TO YOUR FAVOURITE MUSIC

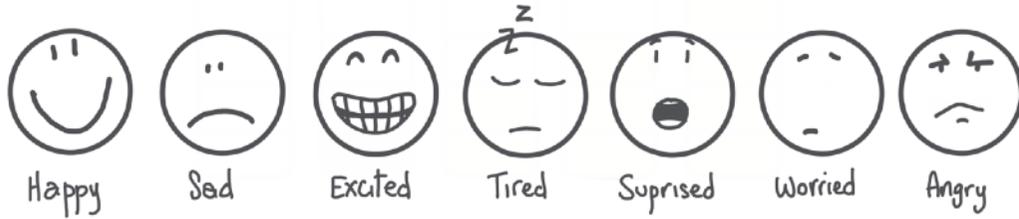


DRAW SOME OTHER TYPES OF EXERCISE YOU HAVE DONE:

# SUMMER POWER UP

## WEEK 4

COLOUR IN THE FACE THAT MATCHES HOW YOU HAVE BEEN FEELING:



### FEEL-GOODS

### TRICKY THINGS

### HELPERS

How is the holiday going?



What would make it better?



OTHER THINGS?    SEE [WWW.BBC.COM/OWNIT](http://WWW.BBC.COM/OWNIT) FOR IDEAS

So, what are you going to do?  
You could phone a friend and ask if they'd like to...

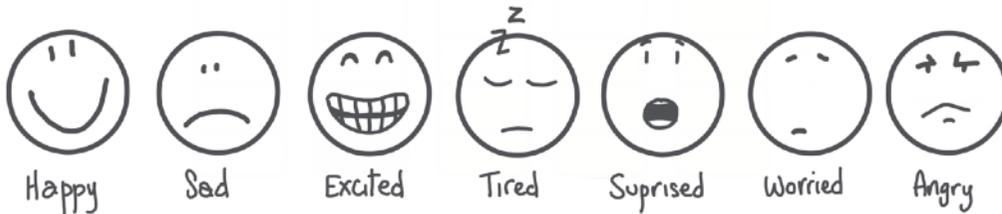
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# SUMMER POWER UP

## WEEK 5

COLOUR IN THE FACE THAT MATCHES HOW YOU HAVE BEEN FEELING:



FEEL-GOODS

TRICKY THINGS

HELPERS

## GOING BACK TO SCHOOL SOON

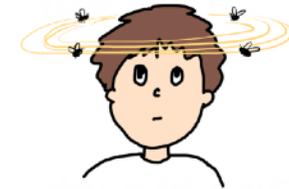
You may be starting to notice your body feels a bit different:

AS IF THERE ARE BUTTERFLIES IN YOUR TUMMY



YES  
 NO

AS IF A FLY IS BUZZING AROUND YOUR HEAD



YES  
 NO

AS IF YOU ARE GOING TO CRY



YES  
 NO

YOU MAY HAVE BAD DREAMS OR CAN'T SLEEP



YES  
 NO

TRY DOING THESE THINGS TO RELAX:

- ★ TALKING WITH MUM, DAD OR A SPECIAL PERSON
- ★ DOING SLOWER BREATHING
- ★ MAKING A WORRY BOX

MORE IDEAS:

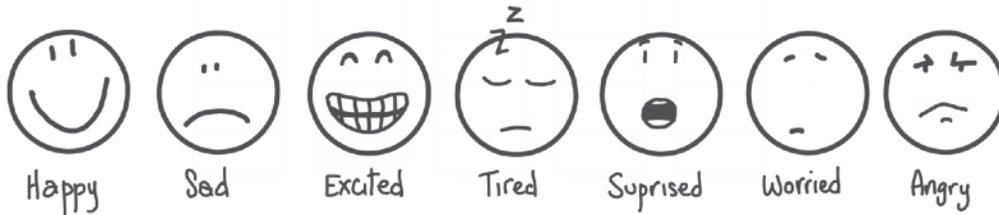
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# SUMMER POWER UP

WEEK 6

COLOUR IN THE FACE THAT MATCHES  
HOW YOU HAVE BEEN FEELING:



FEEL-GOODS

TRICKY THINGS

HELPERS

**YOU HAVE FINISHED YOUR HOLIDAY!**  
What are you proud of achieving?



Draw what you're most pleased with!

# AFTER THE HOLIDAYS: With a grown up at school

## SUMMER POWER UP

Score your holiday!

10 would be fantastic! 0.....5.....10

Which 'feel-goods' and 'helpers' helped you the most?

Which ideas helped you? How?

How can school help you with your POWER UP Ideas?

★ Time to talk with a grown-up on a regular basis



★ More time outside



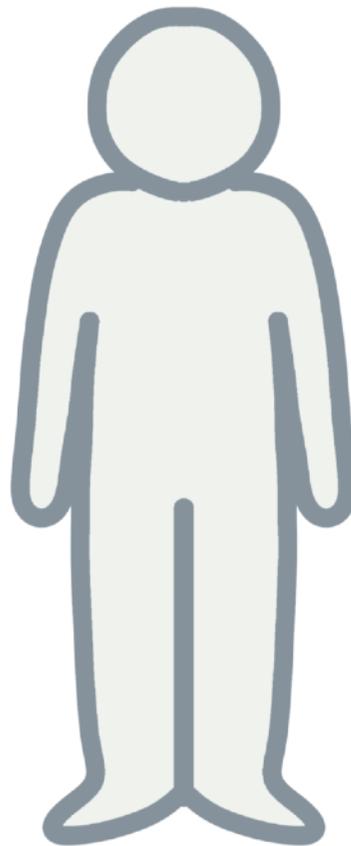
★ Be given Special jobs

★ What else?

## AFTER THE HOLIDAYS: With a grown up at school



Talk with your grown-up at school about what makes a good helper (eg a good listener) Draw these things on the person (eg big ears!)



## Summer 'Power Up' Booklet!

### The aims of this 3-stage booklet:

- To promote to pupils the importance of self-care.
- To enable pupils to identify what promotes their own wellness (feel-goods) on an individual basis.
- To enable pupils to identify 'tricky things' which can have a negative impact on their well-being.
- To encourage pupils to identify when they may need support, 'helpers' available to them and how these may be accessed.
- To encourage pupils to create their own individual wellness plan.

### Desired Outcomes:

- Pupils can identify at least 3 wellness tools that support their wellbeing.
- Pupils can identify at least three tricky things that can have a negative impact on their wellbeing.
- Pupils know how to access 'helpers' when needed.
- Pupils create their own feel good plan.

The name 'Power Up' comes from the idea that sometimes we need things to keep ourselves topped up, just as we do with our devices: smart phones, iPads and so on.

The Covid pandemic has left us all feeling drained and the idea of being away from the structure of school may feel daunting.

The workbook provides a structure for a young person in this situation to:

**Phase 1:** Develop a 'Power Up' plan with a teacher or other member of staff, identifying and describing their key areas that hinder or help their wellbeing.

**Phase 2:** Undertake a short weekly reflective session by themselves, highlighting what has helped them that week, what has been challenging and who has helped.

**Phase 3:** Complete a Transition Power Up with a teacher or another member of staff on return to school, reflecting upon the summer and their use of the booklet.

