

Chain of *Love*



Fermanagh & Omagh
District Council
Comhairle Ceantair
Fhear Manach agus na hÓmaí

Strule
Arts
Centre

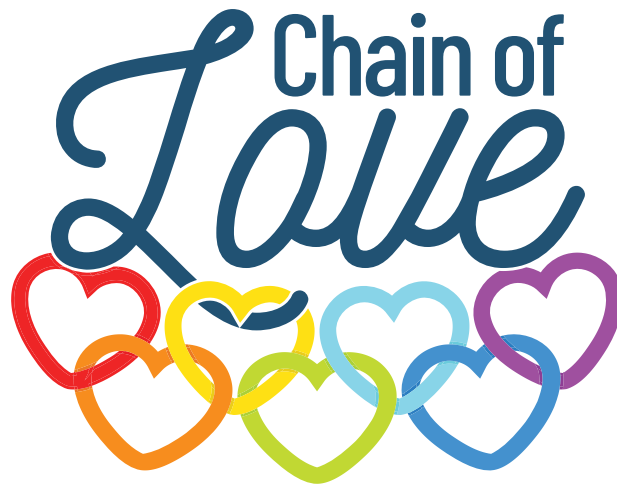




Chain of Love Project 2021 - 'together we can do great things'.

The project was created by local Primary school teacher Catherine Gormley and a team of creatives through the Strule Arts Centre. The aim of the four week long project, which launches as children return to the classroom after lockdown, is to help children to settle back into the school environment and to encourage them to reconnect with their friends. It highlights the fundamental importance of promoting children's emotional wellbeing, teamwork, the arts and having fun! As the project draws to a close children from primary schools across the Omagh and Fermanagh District will physically and virtually link their Chains of Love in celebration, dance together and sing their new song 'Let us all come together with this one Chain of Love... '.





The 'Chain of Love Project Booklet' includes a range of teaching notes and worksheets to coincide with pre-recorded episodes sent to primary schools and also available on the Fermanagh and Omagh District Council YouTube channel.

The project includes activities within the following areas:

- Emotional Wellbeing
- Art and Design
- Creative Writing
- Music & Dance



Dive into the project with a focus on children's emotional well-being through a selection of playful and outdoor activities.



Relax and listen to a heart-warming story explaining the concept of the 'Chain of Love'.



Create your own unique 'Chain of Love' and physically connect it with your classmates chains for the finale of the project.



Write a fairy-tale making reference to children's experiences over the past year.



Dance and sing along to the 'Chain of Love'



Teachers Notes

Classroom Tips

Ways to help Regulate / Soothe the Body and Mind / Create Calm

1. Breathing Techniques – individually or as a group
2. Talking to family and friends
3. Movement – can help release tensions built up within the body
4. Outdoors and nature
5. Using our senses
6. Doing things we enjoy
7. Positive Affirmations
8. Creative Visualisations

PDMU

- recognise what shapes positive mental health
- recognise the benefits of friends and families

Outdoor Nature Hunt

1. Use the outdoor area (preferably that has access to nature but not essential) and encourage children to take their time to explore using their senses. To give a more enriching experience, children can if they wish, close their eyes when exploring the first 4 areas.
2. In a circle, with some soothing music if you wish, children individually explore objects they found in a mindful way, first by inviting children to close their eyes. Repeat with eyes open.
Child to say/write words that come to mind. Remember there are no right or wrong answers when working therapeutically – just the child's own perspective.
3. Individually, child may explore what these words may mean to them in their own private thoughts – or shared - only if the child wishes to do so.
4. Discuss as a group the emotions felt and the overall experience of this activity

PDMU

- explore feelings and emotions and the emotions of others
- explore how to sustain their health, growth and well-being and coping safely within their environment
- recognise what shapes positive mental health



Outdoor Nature Hunt

Using our senses

What you need to find	What you found
1 emotion you FEEL	1.
2 things you can SMELL	1.
	2.
3 things you can HEAR	1.
	2.
	3.
4 things you can TOUCH	1.
	2.
	3.
	4.
5 things you can SEE	1.
	2.
	3.
	4.
	5.

What did you think of this activity?

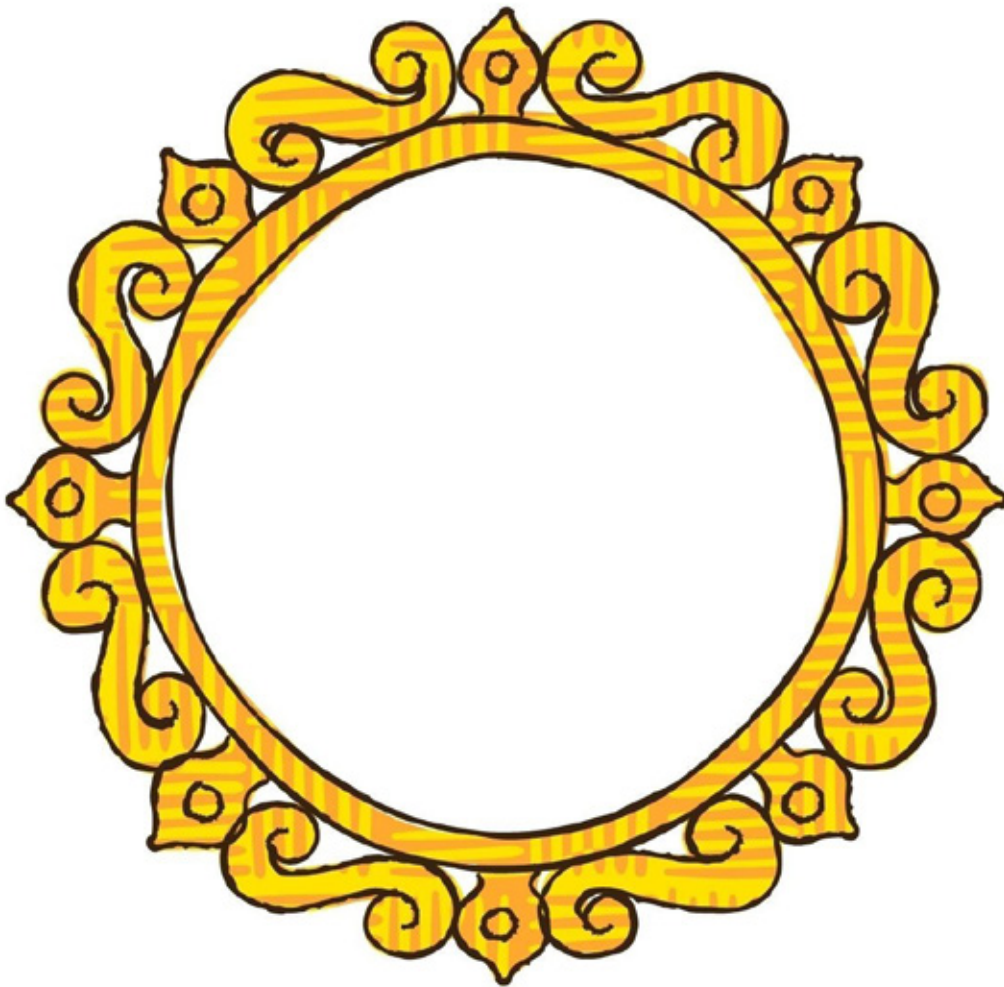
How did you feel before you started this activity?

How do you feel now?

This is Me!

Draw a picture of your best self.

Write or Stick your Positive Affirmations around you to remind you of how great you are



Positive Affirmations

When we feel sad, scared or angry, we can start to have negative thoughts about ourselves. Positive Affirmations are statements that help us cope by reminding us of our strengths. Create your own affirmations by circling your strengths below or write your own. A friend can help you recognise your strengths.



I AM.....

Funny

Loyal

Nice

Brave

Talented

Wise

Organised

Reliable

Cool

Motivated

Respectful

Understanding

Easy Going

Confident

Caring

Responsible

Kind

Friendly

Strong

Gifted

Optimistic

Patient

Hard Working

Motivated

Smart

Resilient

Leader

Intelligent

Amazing

Adventurous

Unique

Generous

Energetic



Teachers Notes

Positive Affirmations



1. Ask children to draw a picture of their BEST selves in the mirror on 'This is Me' worksheet, or alternatively using chalk, draw on a hard surface around themselves or a picture of themselves. Discussing what they like about themselves eg. Their smile, hair, height, skin tone, freckles. You could use a mirror for this.
2. Next ask children to circle their positive Affirmations. For those children who struggle to recognise their own strengths, ask their friend to help them point out what they like about them.
3. Cut out positive Affirmations and stick or write them around the drawing of themselves. Outdoors, you could encourage peers to add more to other people's.
4. Come together as a group discussing their strengths and differences and that is what makes everyone unique and special. Ask peers to point out any strengths they may not have included to help build peer relationships and children's self-esteem. Remind children that every time they have a negative feeling about themselves - to think of a positive affirmation about themselves. You could make Positive Affirmations a part of your morning routine for a week/month or the whole class year.

PDMU

- Discuss facing problems and trying to resolve and learn from them
- Explore how to sustain their health, growth and well-being and coping safely within their environment
- recognise what shapes positive mental health
- recognise the benefits of friends and families



Chain Of Love 2021 Art And Design Notes For Teachers

Learning intentions

- Use own experiences, thoughts and ideas of 20/21 as a starting point.
- Experiment with a range of media, materials, tools and processes.
- Create and develop ideas exploring colour, lines, shapes, textures and patterns with links to emotion/expression of feelings.
- Explore and employ ICT programs to design and create- considering fonts and shadings.
- Discuss and evaluate children's own and other pupils work and how the work was made.

Activities Create a 'Chain of Love' - See images for ideas

- 'Chain of Love' is a chain with ONE important word attached. Each child's 'Chain of Love' is attached to their classmates' chains. Chains may be attached with a strip of card or whichever material is best suited to their chains.
- See step-by-step instructions for making a paper chain (See images on page 10).
- The special word attached, should be an emotion, an experience, someone special or something the child looks forward to in the future. It is each child's word, and it should sum up their experiences of 20/21.
- Children can use strips of card, newspaper headlines glued onto card, photographs, drawings, felt, scraps of materials etc to make their chain. The chain could even be knitted or made from papier mache! (See images on page 10)
- Explore the choice of colours children may wish to use for their 'Chain of Love' by considering the psychological advantage of colours. For example, red may be considered as the colour of anger, whilst it may also be the colour that represents confidence and strength. Blue is known as the colour of unity. Discuss the colour worn by people during events to portray a message – the queen, presidents, celebrities etc.
- Children can use ICT programs (Word/Publisher/Paint) to create their one special word to attach to their 'Chain of Love'. Children could also write, design or draw their word. Extra Chain of Love art and design ideas:
- Design fairy-tale characters- children can design their own fairy-tale characters. Use familiar fairy-tale characters as a starting point.
- Design emotion characters- Happy, sad, angry, excited etc. Explore choice of colours. (Link to Wellbeing Video Lisa McManus).




Chain of Love Story Discussion Points

- Who is the main character?
- How did Foxglove feel?
- Did you miss your friends during lockdown? How did you feel? Did you miss anything else?
- Who was an important figure among the animals on Peacock Lane?
- What important decision did Wise Old Owl make?
- Who made the decision that everyone in Northern Ireland would go into lockdown?
- Lockdown on Peacock Lane meant that animals could only leave their homes to hunt. What did lockdown mean for you?
- Foxglove told his mother that he missed his friends. He felt sad. Why is it important to talk about how you feel?
- Who do you tell if you are feeling sad? How does it make you feel when you tell someone? How can they help you?
- Making wildflower chains was Foxglove's favourite thing to do and it made him feel happy instantly. What is your favourite thing to do that makes you feel happy?
- How do you think Foxglove felt when all the animals joined him in making a Chain of Love?
- Has anyone ever helped/supported you in something you wanted to do? How did it make you feel?
- Do you enjoy working with others on an activity or do you prefer working on your own? Why?
- How do you think the animals felt when they were waiting for a long time for that special day when their Chains of Love would be linked?
- How do you feel about making your own Chain of Love and connecting it with your friends to make one great Chain of Love?
- Wise Old Owl said, "The Chain of Love unites all creatures." Can you come up with two other ways that would help you unite/reconnect with your friends at school?







1. Cut your card/paper into strips. You can decorate or leave plain.
2. Join the two ends of your strip of card to make a circle using glue.
3. Thread your second strip of paper through your circle and glue the two ends, making another circle.
4. Continue doing this until all the strips are used.
5. Attach one main word to your 'Chain of Love' with string/ribbon.

Creating Your Own Fairy Tale

Lesson Plan for Teachers

Objectives:

1. To discuss the elements and structures of Fairy Tales.
2. For students to use these elements to tell their own stories.
3. Use storytelling as a way for students to discuss the challenges of the pandemic.

Introduction:

1. Discuss the features of a fairy tale, including a hero, a magical setting, a problem, elements of magic, and a happy ending.
2. Use The Chain of Love as an example of this, with the hero of Foxglove, the setting of Peacock Lane, the problem of the lockdown, the magic of the love of foxglove's mother, and the resulting chain of love project, and the happy ending of the animals uniting.

Main Activity:

1. Using one or more of the worksheets provided, have the students work individually or in groups to write/draw their own Fairy Tale by choosing their own hero, setting, problem, elements of magic, and happy ending.
 - a. Worksheet One allows the students to draw their fairy tale in three images: the story's hero, the problem, and the happy ending.
 - b. Worksheet two allows them to think further about story planning by considering elements like build up and conclusion.
 - c. Worksheet three will work best as a group exercise, where teachers can encourage students to consider the questions about the pandemic and work together to fill in the gaps.
2. Alternatively, students can use one or more of the individual worksheets and the prompt words to write their own fairy tales on their computer or exercise books.

Conclusion:

1. Allow and encourage the students to reflect on the fun of working together to tell stories.
2. Allude to the idea of coronavirus as a villain and the possibility of a story with the challenges we have all shared in the last year still having a happy ending.



Creating Your Own Fairy Tale

Story Element	Examples	My Story
Character	Royalty, talking animals, children, magical helpers...	
Setting	A village, a city, a Kingdom, a land far, far away...	
Build Up	Your character has to go on a quest, or they're in danger, or a monster comes to their village...	
Problem	Challenges emerge during the quest, or the monster proves dangerous...	
Conclusion	Your hero completes the quest, they defeat the monster, save themselves from danger	

Beginning, Middle & End: Draw your own Fairy Tale

Beginning: draw the hero of your story.

Middle: draw your hero in trouble, in the middle of the story.

End: Draw the Happy Ever After ending to your story.



Chain of Love, Create your own Story

Once upon a time, ___1___ lived in ___2___. They were very happy, but one day ___3___ happened. This made them sad, because ___4___. A lockdown had been declared which meant people weren't allowed to leave their homes unless it was very important, for things like food and ___5___. People obeyed the rules to protect each other from the invisible virus, but it was sad to have to live this way. To cheer themselves up, our hero decided to ___6___. This wasn't easy, but with some help from ___7___ they managed to do it. Our hero tried to share his happiness with other people. They ___8___ and tried to make the best of the difficult times. This made everyone feel better because ___9___. Long days passed and finally it was safe for everyone to see family, friends and neighbours again. It was a relief to see everyone again, and even though the year had been difficult, our hero had learned that ___10___.

1. Who is the hero of the story?

2. Where do they live?

3. What happened to change all our lives?

4. Why was it bad?

5. Why were people allowed to leave their house?

6. What did the hero do to cheer up?

7. Who did the hero need help from?

8. How did the hero manage to cheer up other people?

9. Why did it make them feel better?

10. What did the hero learn from the difficult year?

15 _____



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Chain of Love

Lets all sing along together

Intro - **C D G C G D G**

Chorus

C G D G
Let us all come together with this one chain of love
C G D
For its times like these we find out what we're made of
C D
We need strength, we need courage
G C
We need love to battle on
G D G
Until the day we meet again and link our chains as one

Verse

G D G
The virus that engulfed the world brought us to our knees
G Em D
Took our loved ones one by one with no mercy on our pleas
C D G C
But we battled through together took one day at a time.
G D G
Until the day we meet again and link our chains as one.

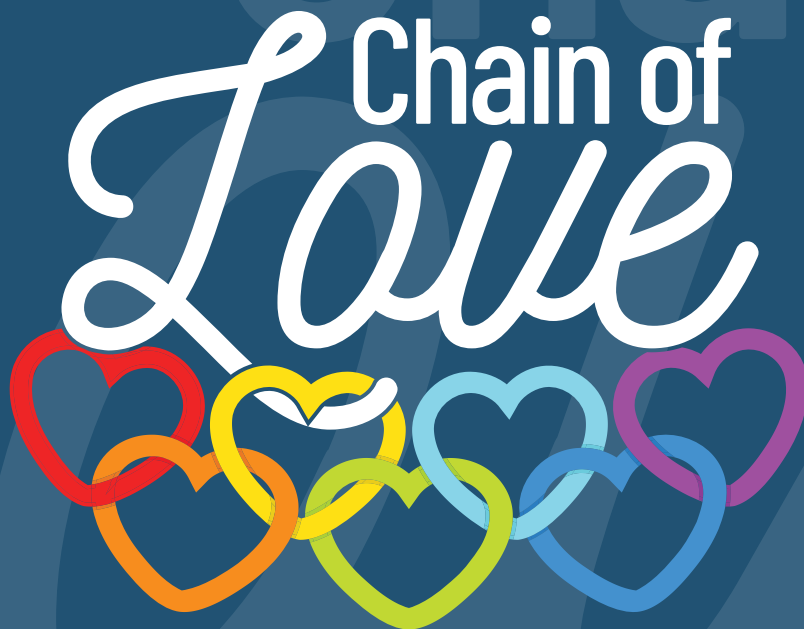
Chorus

Verse (*instrumental*)

Chorus

G D G
Until the day we meet again and link our chains as one





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Thank you to everyone for participating
in this special Project.
Please share with friends and family,
and join us in creating
the 'Chain of Love'.