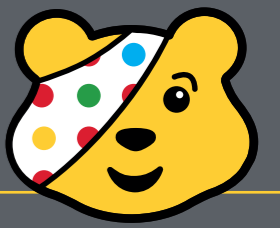


GOODBYE RAINCLOUDS



Things haven't been easy recently; for anyone. But for some children, it's been especially hard.



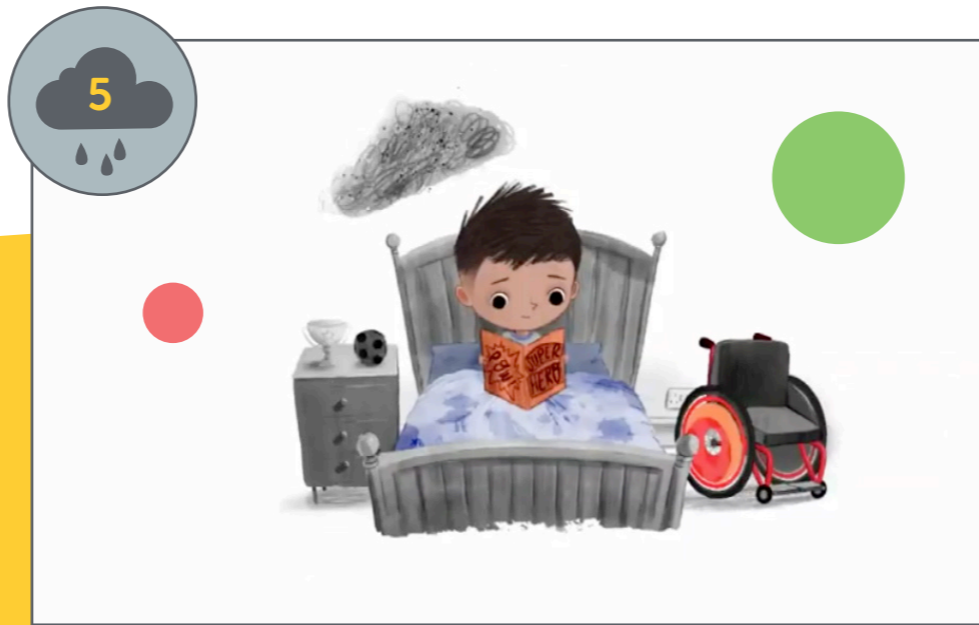
Priya just wants a carefree childhood... but her worries keep her inside.



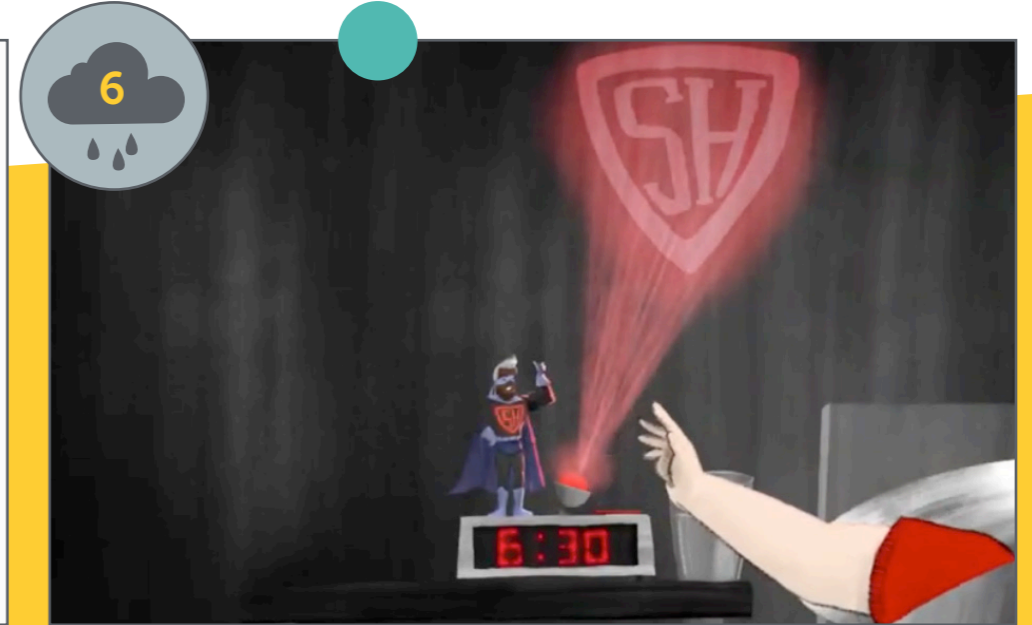
While Lucas has to adapt to a big life change.



Theo's family struggle to put food on the table most days.

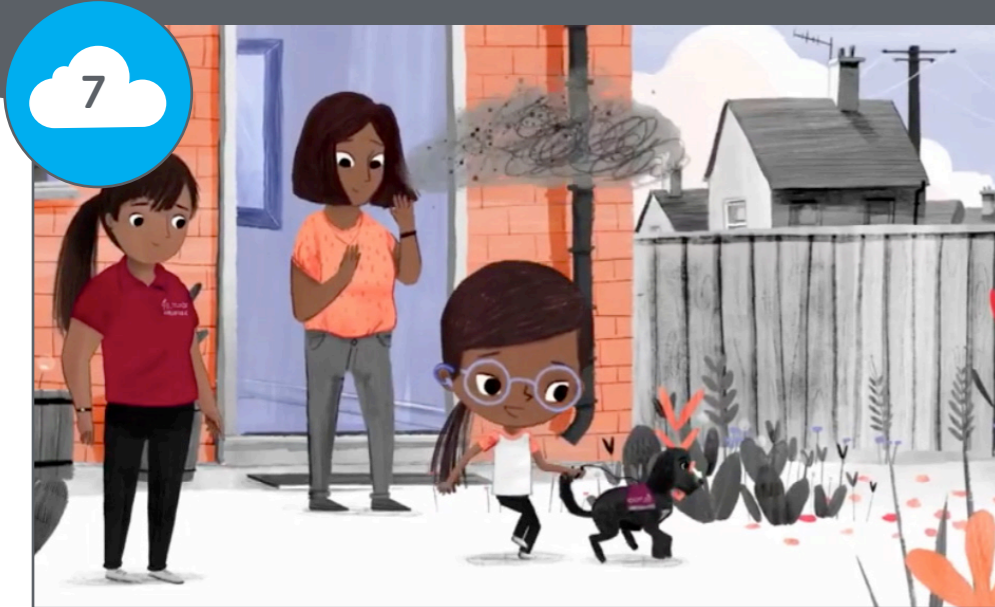
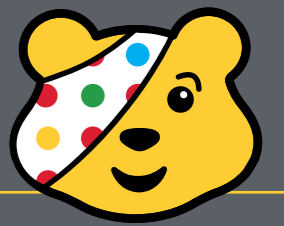


Life can be tricky at the best of times. But at the worst of times, it can feel impossible! Like you're living under a raincloud. You can try to cope with things in the best way that you can. But sometimes it just all feels too hard.



Sometimes we all need a bit of a helping hand. Sometimes we all need... A hero. But heroes don't always look the way you expect them to.

GOODBYE RAINCLOUDS



7

A hero might look...
Just like Thora!
A hearing dog who became Priya's best friend.
And made her feel like together, they could face anything!



8

Or Ella.
Who helped Lucas realise he could still do all the things that he loved...
And soon he was doing more than he ever dreamed of!



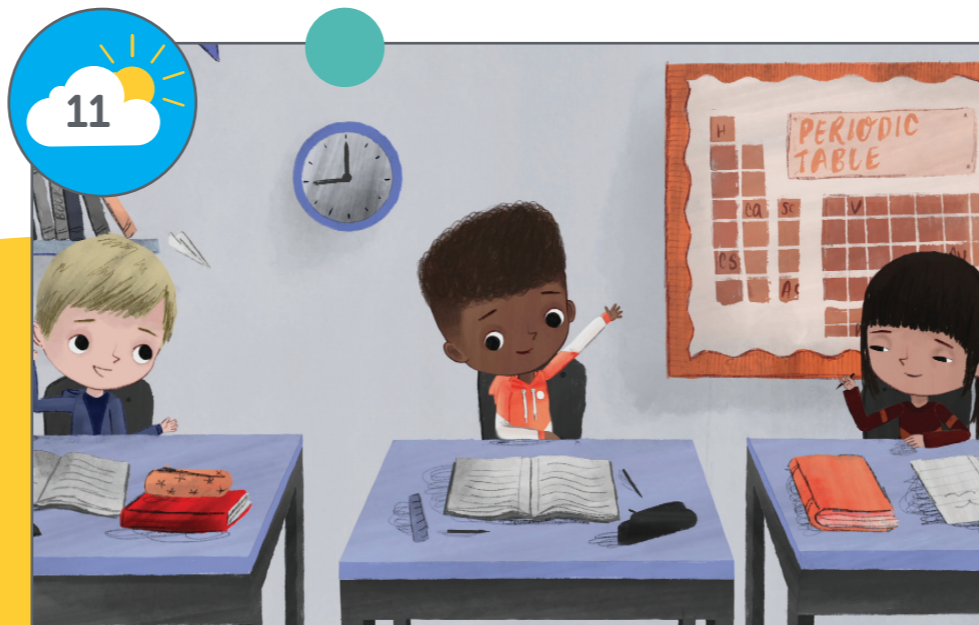
9

Or Charlie.



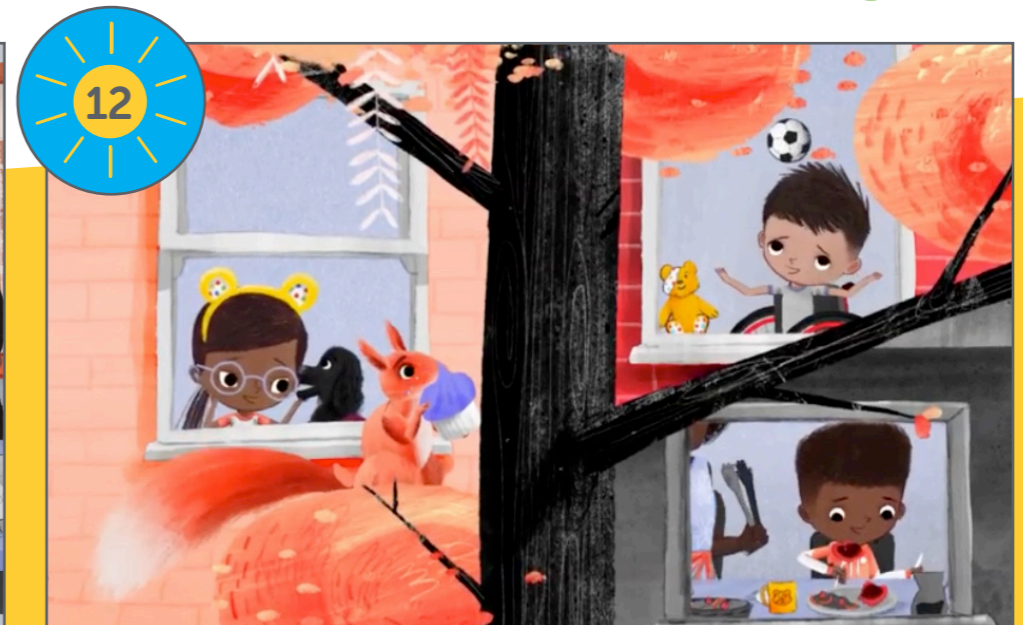
10

Charlie made sure that Theo and his family always had what they needed for happy healthy meals together.



11

And as Theo's world opened up, so did all his opportunities.



12

And that's how it works, with the right care, from the right people, we can go onto being the best we can be.

TEACHER NOTES

GOODBYE RAINCLOUDS: THEO'S STORY FOR KS1 & KS2

bbcchildreninneed.co.uk/changing-lives/goodbye-rainclouds/

Illustrations from the animated trailer 'Goodbye Rainclouds' created by Tom Percival and Flow.

INTRODUCTION

'Goodbye Rainclouds' is a story designed to help children realise that life can be difficult in many ways for many children, especially during the pandemic. It shows three children carrying a rain cloud around with them, which disappears when they and their families receive support.

The story is designed to, via the suggested questions, help children articulate their own feelings and experiences and to develop empathy.

It is designed for children to understand that help is available, that there are groups and organisations, who are available to give the help and support as it is needed.

FOR KS1

It will encourage them to speak to adults whom they know they can trust, eg: family, teachers, members of the medical profession and social workers.

FOR KS2

It will encourage them to develop a sense of responsibility towards the more vulnerable members of society and to empathise rather than judge.

It will encourage them, when experiencing difficulties, to speak to adults whom they know they can trust, e.g. family, teachers, members of the medical profession and social workers.

The story supports the following KS1 & KS2 PSHE Programme of Study (curriculum links provided in appendix):

For both key stages, we'd suggest that you read the story with the pupils together and then ask what they think the story is all about. Alternatively, the full animation can be viewed online at the link above.

(Kagan strategies lend themselves well to the rest of these suggested questions).

**TOGETHER,
WE CAN**



KEY STAGE 1

IDEAS FOR TEACHERS

- Picture 1. Hands up. Why might these children be looking so sad?
- Picture 2. Kagan's Think, Pair shoulder partners. What do you notice about Priya that might be making her worried?
- Picture 3. Kagan's Think, Pair, Share face partners. Why do you think that Lucas can't play football as he did?
- Picture 4. What would it be like to be hungry but know that there was no food for you? How would you feel? Choose from the feelings faces and draw your choice on a post-it.
- Picture 5. Hands up. What words might describe how Lucas is feeling?
- Picture 6. Hands up. Who is your hero? Can you say why?
- Picture 7. Kagan's Round the Table (but verbal only.) Can you think of the things Thora might do that will help Priya?
- Picture 8. Hands up. Why do you think that Ella was able to understand how Lucas felt?
- Picture 10. Use post-its again. Can you draw what a happy, healthy meal might look like?
- Picture 11. Hands up. Why do you think that Theo looks happier?
- Picture 12. Hands up. Who would you go to if you were really upset or worried?

KEY STAGE 2

IDEAS FOR TEACHERS

- Picture 1. Kagan's Cooperative Graffiti. What do you think was hard for children in lockdown? As many ideas as they like, on post-its onto the large table sheet.
- Picture 2. Kagan's Round Robin with timer. If you were trying to help Priya, what could you do?
- Picture 3. Kagan's Timed, Pair, Share. Why do think Lucas has the poster 'CAPTAIN KIND' on his wall?
- Picture 4. Straightforward hands up. What might Theo be thinking?
- Picture 5. Straightforward hands up. Look at Lucas's bedside table. What do you think has changed in his life?
- Picture 6. Kagan's Round Table. If you were going to nominate a hero, who might it be? (Fictional superheroes not allowed!)
- Picture 7. Kagan's Cooperative Graffiti. Can you give examples of the difficulties Thora will help Priya to overcome?
- Picture 8. Straightforward hands up. What qualities did Ella have that helped Lucas?
- Picture 9. Kagan's Round Robin. Compare Charlie to a fictional superhero. What's different about him?
- Picture 11. Straightforward hands up. What personal strength do you think Theo is showing here?
- Picture 12. What have we learned from this story? This time the teacher will take suggestions and record them on the interactive board to print out later.

APPENDIX

KS1 CURRICULUM LINKS

HEALTH AND WELLBEING

- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Being fed.
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H24. how to manage when finding things difficult

RELATIONSHIPS

- R3. about different types of families including those that may be different to their own
- R7. about how to recognise when they or someone else feels lonely and what to do

LIVING IN THE WIDER WORLD

- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L5. about the different roles and responsibilities people have in their community

KS2 CURRICULUM LINKS

HEALTH AND WELLBEING

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new school
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

RELATIONSHIPS

- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

LIVING IN THE WIDER WORLD

- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L7. to value the different contributions that people and groups make to the community
- L24. to identify the ways that money can impact on people's feelings and emotions