



# AGENDA DURING COVID

SUPPORTING CHILDREN  
AND YOUNG PEOPLE IN MAKING  
POSITIVE RELATIONSHIPS MATTER



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## **Adapting AGENDA during COVID-19**

The AGENDA resource is full of ideas, information and stories to help children and young people to explore difficult to articulate feelings and emotions. It does this by giving children and young people a range of creative ways to feel, think, question, and share sensitive or difficult issues. In light of these unsettling times, the AGENDA team have adapted some activities to assist those supporting children and young people through the Covid-19 pandemic.

## **Supporting children and young people's well-being**

The way in which the world is suddenly changing around us in response to Covid-19 brings up a lot of feelings and emotions. These new activities demonstrate how creativity and the expressive arts can be drawn upon to support children and young people to share how they are feeling during Covid-19.

## **Addressing and transforming social inequalities**

The pandemic has also highlighted and exacerbated a range of social issues. Correspondingly, some of the activities focus on social inequalities and the creative ways in which people have been campaigning for change despite Covid-19 restrictions.

## **Safety and Support**

These activities are suitable for young people aged 7 – 18 years old. Before you begin adapting these activities for the children and young people in your setting, we invite you to read the safety and support section on the AGENDA website.



# DIY

## SUPPORT CLOUD

### What you'll need:

- Print-outs of support clouds
- Pens
- Coat hangers
- String
- Hole-punch

To help children identify who they can turn to if they need support, advice or make a disclosure, try out this 'support cloud' activity.

**1 Empowering and challenging:** Reflect with children on how and why exploring sensitive issues can be tough. It might feel empowering and challenging. Discuss how the activity you are about to do might bring up issues or feelings that they hadn't expected. They also might want to talk to someone about how they are feeling.

**2 Identifying Support:** As a whole-group, invite children to name all the people they would go to if they were worried about themselves or another person. Fill in the gaps for children who don't know. Discuss what they can do if they think that someone is in immediate harm or danger.

**3 My Support Cloud:** Hand out the Support Clouds (or they can draw their own). Invite children to identify at least 5 trusted people they can talk to if they want help and support on something and write the names inside the cloud. Ensure that no personal names are used (e.g. my aunty, my teacher, my best friend). As an extension activity, children can include places, objects or animals that make them feel safe and secure.



**4 Making Support Matter:** Hand out the scissors, string and coat hangers. Invite children to decorate their cloud (e.g. colour in, sprinkle with glitter etc) cut it out, and make a hole in the top. Thread the string through the hole.

**5 Making (a) Support Mobile:** Create a small mobile from the clothes-hangers (e.g. by linking each hanger underneath each other). Invite each child to come and tie their support cloud to the mobile. As a group, decide where the support cloud mobile might go. Reflect on how it can act as a visual reminder for how, why and where children can seek additional support and advice.

AGENDA





# CHANGE-MAKERS AROUND THE WORLD

Covid-19 is a global pandemic that has seen a collective response from nations around the world. It is impacting all members of society, with many different people at the forefront of the fight against the pandemic. It has also highlighted and exacerbated a range of social inequalities.

This activity invites you to explore someone or something addressing a social inequality highlighted by the Covid-19 pandemic.

1

Choose someone or something addressing a social inequality highlighted by the Covid-19 pandemic. It could be a person, a campaign, an organization, a blog or a meme. If you're not sure, read more about the change-making moments or movements here:



**Black Lives Matter**

**UK Black Lives Matter Protests**

**Five amazing people making a difference in lockdown**

**Mutual Aid**

**The rise of mutual aid under coronavirus**

**Friday For Futures Digital**

**Staying resilient while trying to save the world: a fanzine designed by and for youth activists**

**People in Poland find creative ways to protest abortion and sex education ban despite the lockdown**

**How k-pop fans became a political force to be reckoned with**

2

Write a short passage about your chosen moment or campaign. Illustrate with a picture.

3

Pin your change-makers to the region or country where they are making a difference.

4

If you are working in a large group, or over time, see if you can find an example for every country.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support** at [agendaonline.co.uk/safety-and-support](https://agendaonline.co.uk/safety-and-support)

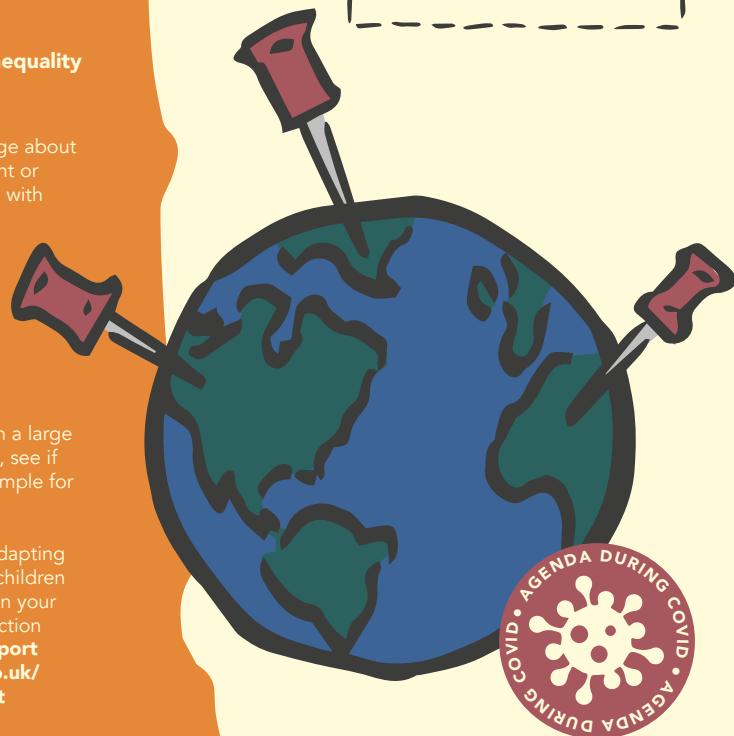
XXXXY **DIY** XXXXY

**What you'll need:**

Map of the world

Pen and Paper

Drawing pins



# WHAT JARS YOU?



## What you'll need:

- Large glass jar
- Slips of blank paper
- Coloured marker pens that can write on glass

- 1 Working on your own or with your social bubble, write down all the things that jar you about the Covid-19 pandemic. How is it making you feel?
- 2 Fold up the paper slips, and put them inside the glass jar.
- 3 When you've finished, think about what needs to change to help people cope with this turbulent time. for an equal and more inclusive world.
- 4 Decorate the outside of the jar with your messages for change.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



## Jar (verb)

*to jolt, shake, vibrate*

- send a shock through something (especially the body)
- strike against something with a vibration or jolt.
- have a disturbing effect.



# DIY STOP-START-CONTINUE

## What you'll need:

Red and green paper plates  
Marker pens  
String  
Pegs



There have been a lot of changes to school life to ensure it is safer during the Covid-19 pandemic. This activity invites students to think about what is or is not working, and the changes they would like to see to make life better at school.

### 1 STOP, START and CONTINUE plates!

Give everyone 2 red paper 'STOP' plates, 2 green paper 'START' plates and 1 purple 'CONTINUE' plate. If no plates are available create your own with red, green and purple marker pens by drawing a large circle on A4 paper.

### 2 Create STOP, START and CONTINUE phrases

Think about a time when someone did something that you didn't like or a new rule that is making life difficult at school. Come up with a phrase that describes what you didn't like, starting with the word "STOP..." Write this phrase on the STOP plate. Then, come up with a phrase that describes what you would have liked instead, starting with the word "START..." Write this phrase on the START plate. Finally, write down something that you think is working well and you would like to see carry on starting with the word 'CONTINUE'. Write this on the CONTINUE plate.

### 3 Once your STOP and START plates are complete...

Use the pegs and the string to create a line of action. Invite students to come up one by one and peg their plates to the line. Leave the plates up for 72 hours before touching.

### 4 Using a smartphone or Ipad, film the line of action and create a movie out of it. Ask volunteers to read their stop/start plates aloud to feature in the soundtrack to the movie.

### 5 Share the stop/start movie with colleagues and students. Invite them to think about how to put the START plans into action.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

# RUN(A)WAY FEELINGS

Sometimes our feelings about how the world is suddenly changing around us can run away with us. If you've got lots of thoughts and feelings about the changes to school life and you need to release them – this stARTer activity is for you.

1

Give each child a piece of A3 card and invite them to mind-storm all the things that need to stop happening to make life at school safer, fairer and more equal.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

2

## Create the runway

One by one, invite each child to place their individual A3 card on the floor to create a collective runway. Once the runway is complete, children can take it in turns to walk up and down the runway and read the messages for change as they go.

3

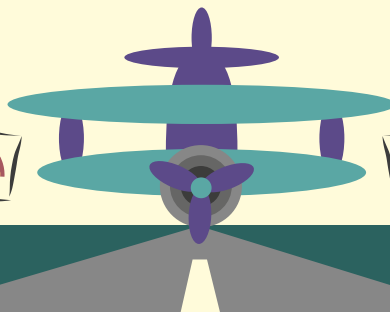
## Run(a)way Placard

Invite each child to retrieve their A3 card in order to create a run(a)way placard like those displayed at the bottom of the page. Create a border, decorate their placard and fasten it to a lollipop stick or wooden dowel. When you're done, think about where they could display their placards.

### What you'll need:

- A3 card
- Sticky tape
- Coloured felt-tips or crayons
- Highlighter pens
- Lollipop sticks or wooden dowels

Read about how the Ruler HeART project used the runway for change



"an idea is a thought, opinion or belief.  
It can also be a suggestion as to a possible course of action"

## What do you do with those angry feelings when you find out about all the injustices, discrimination and violence in the world? Bottle them up? Or let them out?

# RAGING RELFIES

If you want to release some of that rage, this activity is for YOU! Let's reclaim the selfie and ROAR our anger out in the world!!!

- 1 Which are the areas of social inequality highlighted by the Covid-19 pandemic that makes you mad? Able-ism? Racial health inequalities? Gender-based violence? Transphobia? Income inequality?
- 2 Check out the links on this page, or in the activity **Change-Makers Around the World**, or **IDEAS FOR CHANGE**. Find out which activist or change-making organisation has a slogan or image that you connect with – they will be your selfie partner!
- 3 Find an image you like which represents your activist or organisation Screenshot the image. Upload into powerpoint, and project onto a large screen.
- 4 Get the selfie stick, and take a picture of you in front of your activist image backdrop. Play around with the image on photoshop to protect your identity if you're going to share it online (e.g. cartoonise, blur etc).
- 5 When you are ready record your ROAR or SCREAM or ANY LOUD NOISE OR ACTION that you want to make that expresses your anger that these are still issues that need to be addressed in the world!
- 6 If you've got the skills, drop the images into imovie, and all your recorded ROARS – add a drum-beat, or sounds from a copyright free source – and play your RAGING RELFIES imovie far and wide! (or just for yourselves). It could be your new ringtone.
- 7 Something extra? Why not create your own raging rap, by selecting lines from your favourite songs that tackle injustice and inequality head on. Read the **'Metal Mash Up'** poem from the 'Angry 12 Year Olds' who did just this.

### What you'll need:

Camera phone/tablet  
Selfie Stick  
Large TV/White board  
(to project images)  
Anger at the injustices  
in the world!

**Author Brittney Cooper on  
Harnessing Rage, Right Now**

**Is there a way our rage can  
work for, rather than against us?**

**Anger as a resource for  
fighting injustice**

**Felting your feelings**

**It's OK for girls to be angry**

**White privilege explained  
in one simple comic**

**Why Selfies can be a form  
of social good**

**The rise of selfless selfies  
in online activism**



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.





XXXXXXXXXXXXXXXXXXXXDIYXXXXXXXXXXXXXXXXXXXX

# WYRED BODIES

Expressing and sharing how we feel in our bodies



## What you'll need:

Coloured pipe cleaners  
or craft wire



## WYRD (n)

in Old English wyrd came from the verb weorpan, meaning "to come to pass, to become". The term then developed into the modern English adjective weird.



- 1 Give each person in your group two coloured pipe cleaners.
- 2 Demonstrate first, and then invite children to make a body structure from the wire strips. There are youtube videos on how to make wire persons [here](#).
- 3 Invite the children to shape their wire bodies to express how they are feeling.
- 4 Display the wire body on their desk and invite those seated nearby to 'guess the feeling' expressed by the wire body.
- 5 Revisit the activity at the beginning of every day or week to check in on how the children are feeling.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



# #ALLOFUS

## Making Rainbow Ribbons 4 Equality



### What you'll need:

- Coloured ribbon (could use strips of coloured paper)
- A4 white card
- Felt-tips
- Glue
- Biodegradable (festival) glitter
- Sticks (e.g. twigs, bamboo)

Covid-19 is impacting all members of society, with many at the forefront of the fight against the pandemic.

From nurses, paramedics, doctors, pharmacists, cleaners, teachers, postal workers, train and bus drivers, utility workers, retail workers to waste collectors and more, all sorts of people are playing a vital role.

This activity explores how it takes #allofus to make the world a safer, fairer and more equal place to be.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

### 1 #ALLOFUS

Show the class images of a range of keyworkers during the covid-19 pandemic as prompts to discuss the themes of safety, fairness, equality and equity. For example, how do societal norms shape which roles are valued and which are often overlooked? Has that changed as a result of the Covid-19 pandemic? If so, how? Invite them to discuss examples of each one in small groups, and share with wider group.

### 2 #thisisus

Take one of the examples and invite children to think about how keeping everyone safe and healthy involves the support of all of us. Introduce the role of 'activist ribbons' and their history. State that awareness ribbons are symbols that unite people in their collective support for a cause. Different colours and patterns are associated with different issues (list a few and ask children to share). Explain that our activity is using lots of different colours to highlight the diversity people involved in making the world a safer, fairer and more equal place. During the coronavirus pandemic, for example, the rainbow has become a symbol of support for people wanting to show solidarity with NHS workers on the front line.

### 3 Rainbow Ribbon

On their own or in groups invite children to think about a positive moment where someone or something has provided them with support during lockdown? Pick a colour ribbon, and name, draw or write a message to share with others.

### 4 Sticking up for equality

Using the sticks, ask children to tie or tape their ribbons, leaving a gap between each ribbon. Cover the tops of the sticks in glue and dip into the glitter. Next, swap their ribbon-stick with the group next to them. Keep rotating until all the children have had a chance to read and talk about the messages on each stick. Find a large space (school hall or playground) and in their loudest voices, flying their ribbons on sticks, invite them to shout out: "we're sticking up for equality" OR "we're making waves for equality", or even better they can come up with their own slogan.

### 5 Flagging the importance of #allofus

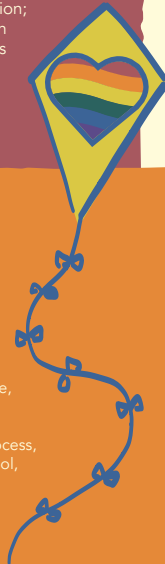
Choose different places around the school to secure the sticks (e.g. near reception; in the playground or outside area; on corridor walls etc.) to raise awareness of your rainbow ribbon flags for equality. If possible, leave a tray of extra small pieces of ribbon so that everyone can support your cause.

#### Extension activity

#### Make equality fly!

Invite each group to make a simple kite ([see here](#)). Write the rules that need to be changed to make the world a more safe, fair and equal to live. Tie the ribbons with affirmative messages to make the kite's tail. Find an outside space, catch a breeze, and let your kite soar!

Make a short **digital story** of the process, invite other children around the school, and parents and governors to read the ribbons and spread the word across the school and into the community.



# FELTING OUR FEELINGS



## What you'll need:

Printed copies of Felt Feelings Cloud page  
Coloured felt  
Wire brush  
Coloured Pens

"I feel sick", "I feel MAD", "I'm shaking", "I'm excited" – these are just some of the feelings children and young people expressed in the making of the AGENDA case studies as they learned and wanted to do something about the injustice, harm and violence in the world.

As one Welsh primary schools motto reads: **"it's ok, not to be ok"**. But how do we make a space for feeling, naming and expressing the emotions we might be feeling at this turbulent time?

"Felt Feelings" is something you can use before, alongside or following any of the activities in the AGENDA resource. For more ideas, try out the **Moody Jars** and **Mood Strips**.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

## FELT FEELING CLOUD

- 1 Print out copies of the Felt Feelings Cloud (see [agendaonline.co.uk/felting-our-feelings](https://agendaonline.co.uk/felting-our-feelings))
- 2 Make a list of all the feelings you can think of. This **emotions-dictionary** might help you get started. Write them in the 'feeling' column or use emojis.
- 3 Choose a colour for each feeling (e.g. blue for pain, orange for mad etc.). Pull out the coloured felt (using hands or a wire brush) and glue next to the feeling, or, use coloured pens if this is too tricky.
- 4 Using the rest of the felt, shred, matt together and press your felt to make your Felt Feeling Cloud.
- 5 Cut out your Felt Feeling Cloud and hang in a place of your choice. You could stick the feelings column on the back of your cloud.
- 6 If you want to get more creative in crafting with felt, try **wet felting** or make a **felt fabric collage** with messages for change (see **Run(a)way Feelings** and **What Jars You** starter activities). Choose and blend different coloured felts with the emotions you feel in your change-making felt artefact.



## Beautiful new words to describe emotions

**PRONOIA** – A strange, creeping feeling that everyone's out to help you.

**SONDER** – when you realise that other's lives are as complex and unknowable as our own

**FLASHOVER** – the moment a conversation becomes real and alive

**MUDITA** – to capture an experience of joy felt on hearing of someone else's good fortune.

**LIGET** – is the name given to an angry energy which fuels human and non-humans alike by the Philippines Ilongot tribe. Anger is sometimes seen as a negative emotion, but for Ilongot, Liget speaks above all of optimism and vitality.

**AMBEDO** – a kind of trance in which you become completely absorbed in vivid sensory details



DIY

# LOCKDOWN MASH-UP

## Re-framing our feelings about the COVID-19 pandemic

### What you'll need

- Thick card (e.g. one side of a cardboard box)
- Beauty products
- Beauty magazines / online adverts
- Bucket or Carton
- Sticks
- Mache glue (make your own with flour, sugar, water and vinegar)
- Natural Dye

**Preparation:** Select a range of beauty products (eyeliner, lipstick, nail varnish, hair extensions, fake tan, lashes etc).

Get a big piece of thick card and use the beauty products to write, draw and make marks that express your feelings about the COVID-19 pandemic.



### Extension activity

Find out more about how different organisations, groups and individuals have supported people during the COVID-19 pandemic.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**

- 1 Mash, Stir and Frame:** cut up the images and text in the magazines that annoy or upset you. Empty the pieces into the bucket or carton. Stir with the sticks. Add the dye. Collect up small handfuls of mache and create a frame around your card.
- 2 Un/titled?:** Does your final piece have a name? A hashtag?
- 3 COVID-19 mash-up gallery:** once you've finished, why not photograph the piece? Hold an exhibition or create an online gallery on Instagram, Flickr or another image hosting website, so others can view and read them.



**Why not create a soundtrack of uplifting songs to accompany your lockdown mash-up?**

Beauty norms are constructed standards around what it 'looks like' to be beautiful and attractive, with people judged on how well they meet that standard. In the lockdown, there has been increasing pressure on people to work on their appearance. This D.I.Y activity explores what more a body can do.

## Clay or play-doh



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**

1. Using clay or play-doh begin squeezing, shaping and sculpting it into a body
2. Discuss the bodies that you are making with the people you are with:
  - Is it human, animal, cyborg?
  - Are they smooth and / or bumpy?
  - Hard and / or squishy?
  - What can your body do?
3. See if you can bring your body to life (e.g. through animation or film)
4. Who would you most want to share the story of your body-sculpture with? (friends, beauty agency, everyone, no-one)



Face masks have been a big topic of debate amidst the Covid-19 Pandemic. In the West, the wearing of surgical face masks has often been viewed as a symbol of otherness, fuelling racism and discrimination. However in many countries they operate as a symbol of social responsibility as well as personal protection.



Masks: a symbol of good hygiene and collective responsibility  
[famagusta-gazette.com/2020/03/23/masks-a-symbol-of-good-hygiene-and-collective-responsibility/](https://famagusta-gazette.com/2020/03/23/masks-a-symbol-of-good-hygiene-and-collective-responsibility/)

Un-racialising the coronavirus epidemic  
[asia-art-activism.net/2020/02/21/un-racialising-the-coronavirus-epidemic/](https://asia-art-activism.net/2020/02/21/un-racialising-the-coronavirus-epidemic/)

DIY

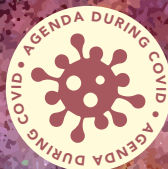
## MASKING EMOTIONS

Start by researching masks and gathering resources. Look at the uses of masks around the world and locations and occasions where masks are still popular. Think about the possible benefits of masks (social, emotional, health etc).

Give each person a mask or a mask stencil and materials to work with get them to think about symbols or signs that might be relevant to the function of their mask.

Invite participants to work with colour, extra materials if available and shape and design of the mask. They could make one that would be of benefit to them now, or in the past or in the future.

When everybody has finished their masks gather those who want to share and take it in turns to guess the function of each other's masks.



### What you'll need

- Masks or mask templates
- Paints, colouring pens
- Craft materials (fabric, Polymer clay, sequins, magazine pages etc)
- Scissors
- Glue

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**

# DIY

# THE CABINET OF CURIOSITY

## What you'll need:

Boxes (old packaging boxes or cardboard to make one)

Scissors

Glue

Paint

Images (printed or from magazines)

Found objects such as natural or small manufactured objects

Fabric

Pens

Before you begin adapting this activity for the children and young people in your setting, read the section on

**Safety and Support**

## making feeling matter

- 1 Make sure that everyone, or every group or pair has a box.
- 2 Divide the box in to spaces and explain that each space or room within the box will represent a different feeling or emotion.
- 3 Find objects and images that represent or reflect emotions or situations that might feel emotional.
- 4 Ask young people to think about the different ways that those spaces might be connected and what might connect them.

Dean (aged 15)



For inspiration check out **the work of Joseph Cornell** who made art from found objects in boxes

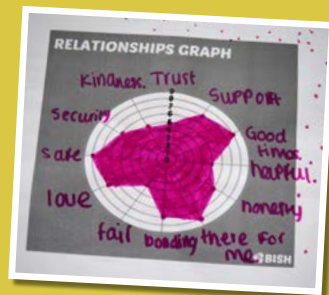
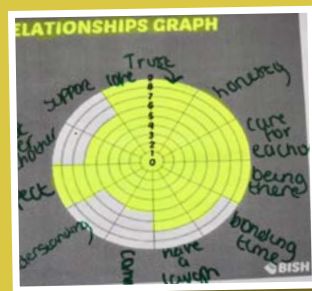


# DIY RELATIONSHIP-WEBS



Before you begin adapting these activities for the children and young people in your setting, read the section on **Safety and Support**

- 1 Think about what's important to you in a relationship. What do you want, and why?
- 2 Pick a relationship that is special to you. It could be someone you are dating, a friend, a family member or pet. It could be an object (e.g. photograph or cuddly toy) or place (e.g. a den or local hang-out).
- 3 Go to **www.bishuk.com** and print off a relationship graph. Work your way around the segments and write down some of the things that makes a good relationship. Rank them from 0-9.
- 4 Join the dots to create your personalized relationship web.
- 5 Cut out the final shape and use as a template to make your own decorations. This could be from wood, acrylic, card – whatever materials you can find.
- 6 Is there a place in your home where you can hang your decoration? Perhaps you can make your own hanging structure from wire, or sticks?



# DIY MOOD BOARDS

Using pictures, graphics and words, mood boards can help capture and represent feelings and thoughts about the COVID-19 pandemic. Here's how to do it:

- 1 Get a big blank piece of paper, the bigger the better.
- 2 Think of a topic and write it at the top of the sheet.
- 3 Use magazines and/or newspapers or find images online – basically anywhere you can find a mixture of different text and pictures.
- 4 Pick out words and quotes and images that help to express people's emotions. Used in this way images help to express feelings and emotions.



## What you'll need:

Paper  
Magazines/Newspapers  
Scissors

Before you begin adapting these activities for the children and young people in your setting, read the section on **Safety and Support**