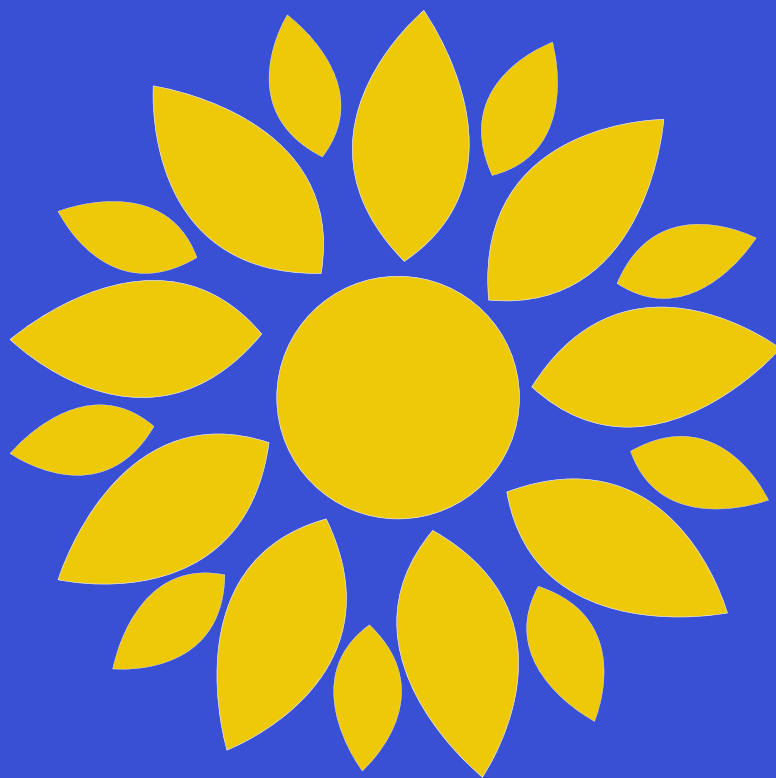


PRIMARY SCHOOL COVID-19 WELLBEING ACTIVITY BOOK



AN ACTIVITY WORKBOOK FOR STAFF AND FAMILIES

The image features a repeating pattern of red, hand-drawn hearts arranged in a grid. A central red square contains the text "TOGETHER WHEREVER" in white, uppercase, sans-serif font. The hearts are drawn with a thick red line and have a small loop at the top, giving them a sketchy, affectionate appearance. The central square is positioned in the middle of the grid, with hearts surrounding it on all sides.

TOGETHER
WHEREVER

Activity Handbook to Support Children During Covid-19

Thank you for reading our Covid-19 activity book for teachers and parents to help children during these unusual times.

This guide is designed to give staff plenty of ideas to use to support children at school.

Please use this together with the Handbook which explains what the children might be feeling and needing from us as a school community.

Please feedback to us :

- Things that work well
- Things don't work well
- What is clear to understand
- What seems confusing and difficult to understand
- Which areas you need more of

We are aware that the next few weeks and months may well need a different approach than right now so if we can all work together as a community team we can keep this handbook growing in ways that make sure we are all supported and all able to support the community.

priscilla@priscillabacon.com

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What was Difficult, Hard, Sad, Horrid?

Everybody has had some difficult times over the last few months.

I know that many people have found staying at home difficult, they have felt sad about not seeing friends and family. Some people have found it so hard doing their job or not being allowed to do their job.

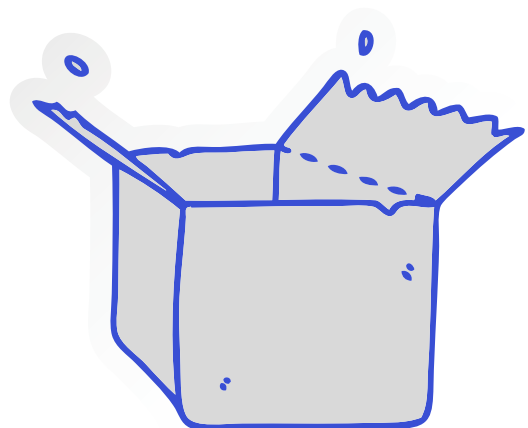
Children have also found many many things difficult and it is fine for them to feel sad and angry and upset about all these things.

-
- **If we do not help children to talk about and show** these sad, upset or angry feelings then they tend to think that the grown-ups think their feelings are wrong and that they should not have them.
 - If children think their feelings are wrong, that they should not have them then they may well push them inside themselves or push them away and try and stop having them.
 - If children try and stop the feelings from coming out that is when their behaviour changes; they may become more angry, less well-behaved and the stress system of the body can become overloaded with stress chemicals which in the long term can create mental health problems

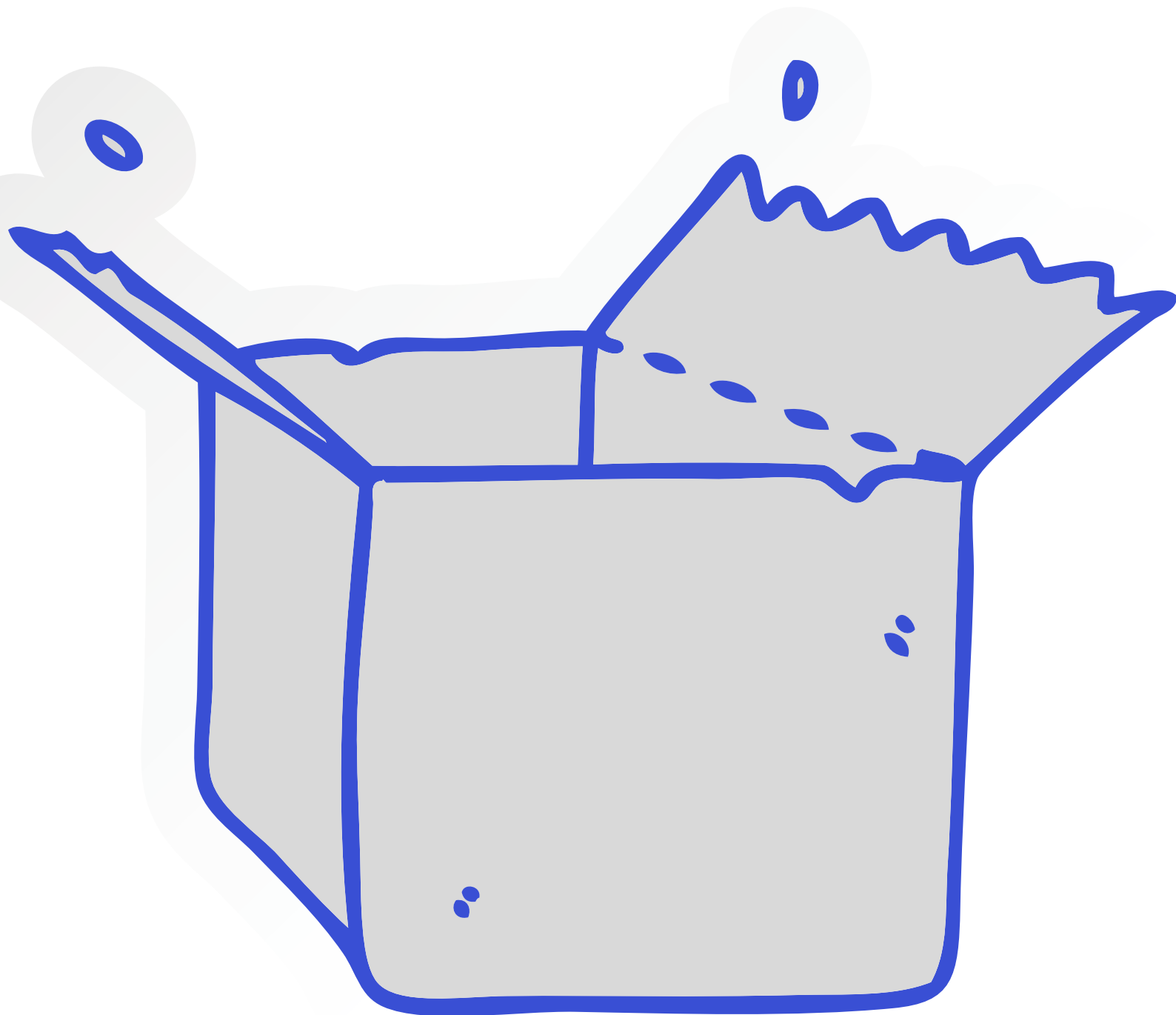
On the next page is a large picture of a box which the children can use to show their upset, angry, sad and unhappy feelings.

They can put the feelings inside the box or above it, whichever they prefer.

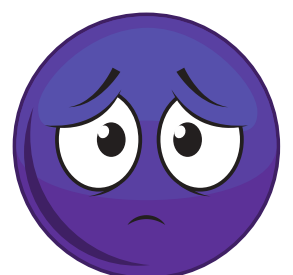
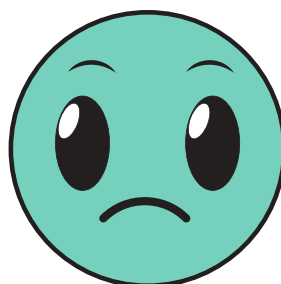
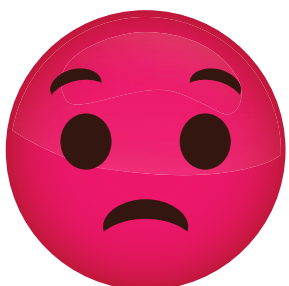
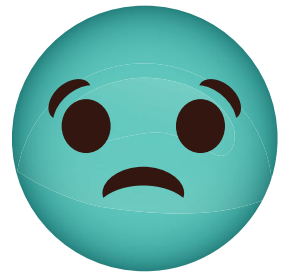
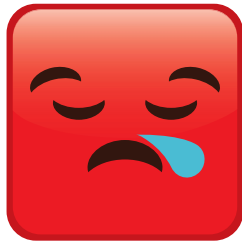
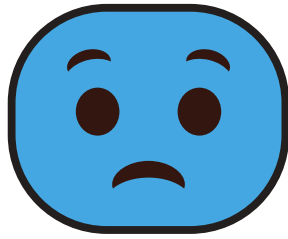
They can write, draw or colour words or pictures to show their feelings or you can print out the page after that and cut out the feelings and stick them on the picture



What was Difficult, Hard, Sad, Horrid?



Cut these out to stick in or on the box of
Difficult Feelings on the previous page



What Was Easy, Good, Lovely?



If we all think about it, we can probably all find something good or happy about the last couple of months. Maybe we have enjoyed feeling safe when inside our homes? Perhaps we have liked spending more time with our immediate family? I wonder if you have enjoyed doing a new activity or speaking with family over a video call?

-
- It may well be a lot harder for the grown-ups than the children to think of things that have made them feel happy or lucky or good inside.
 - If you ask the children I think they may well have things that have made them happy or smile - I think lots of children have enjoyed spending time with their parents!
 - It is important that we allow and help children to think about and talk about the things that have made them happy or made them feel good over the last couple of months.

Can you help a child to write 5 things they feel happy about ?

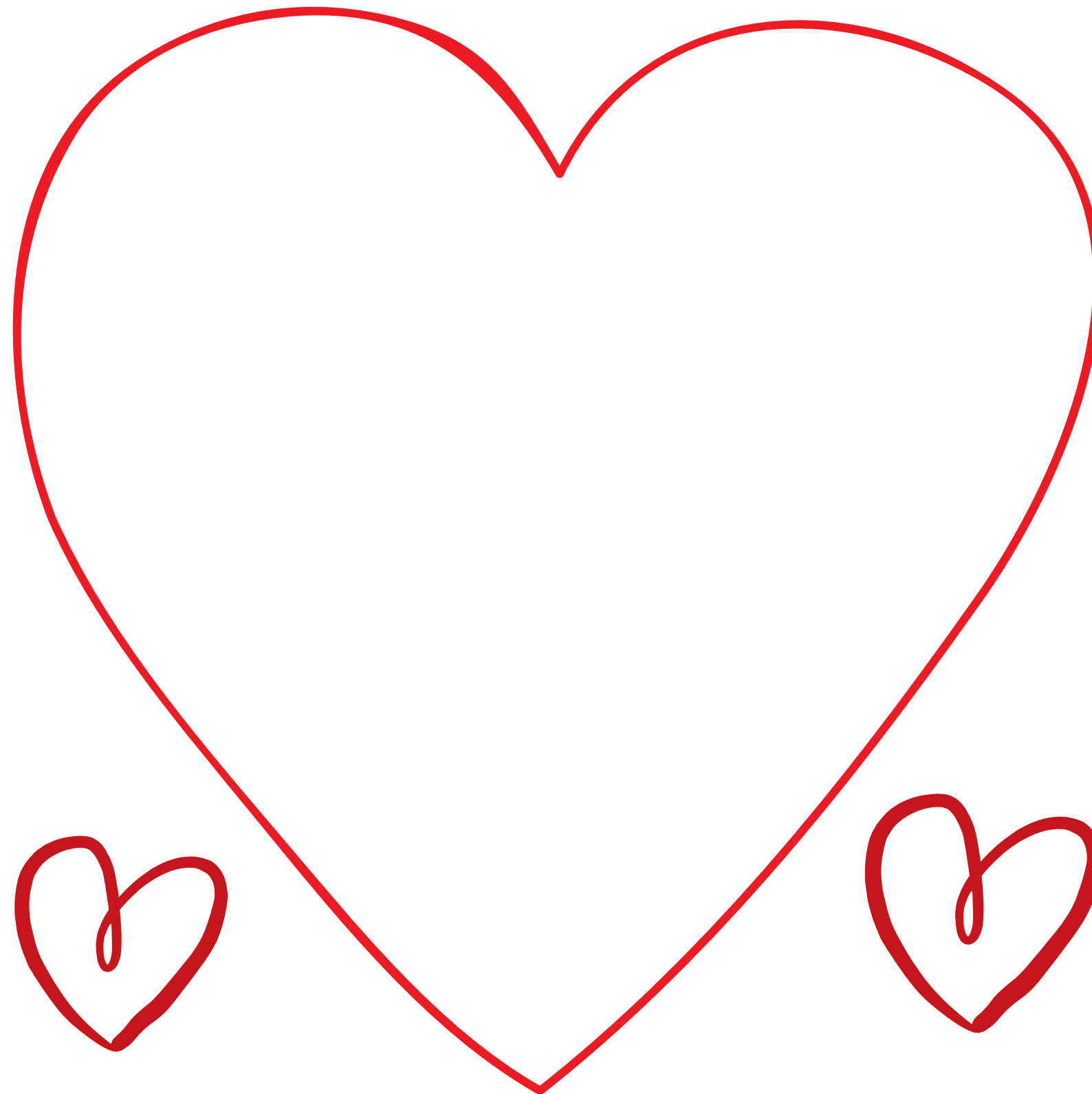
On the next page is a large heart for children to use to show the things that they feel positive about.

They may use it to draw or write some of the things they have felt happy about or some of the comfortable and easy feelings they have had.

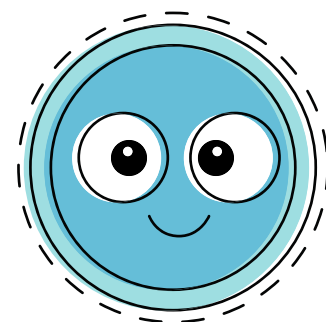
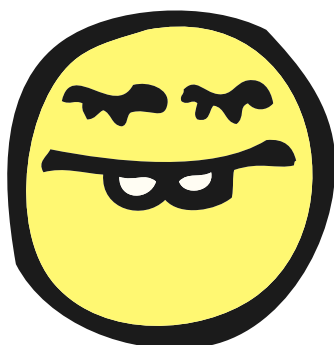
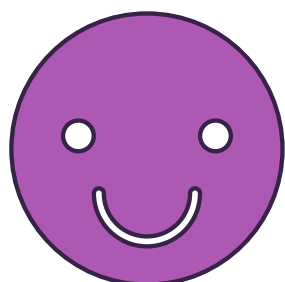
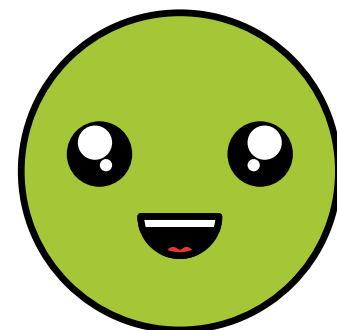
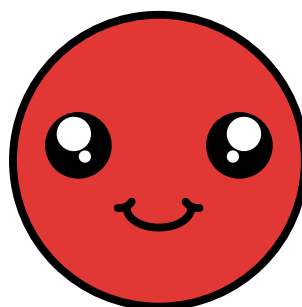
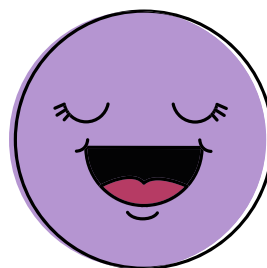
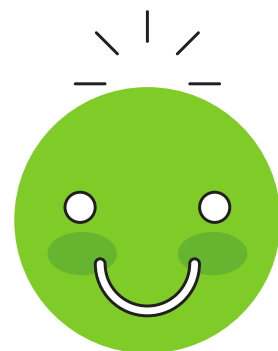
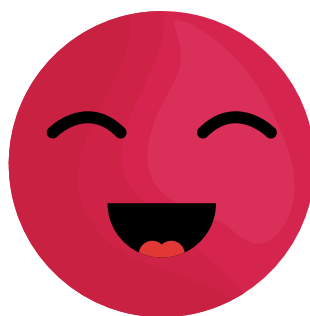
Or they can cut out some of the happy / positive feeling faces on the next page and use those to stick on the heart



What Was Easy, Good, Happy or Lovely?



Cut these out to Stick in or on the Heart of Easy,
Happy, Good or Lovely Feelings on the previous page



Did Someone Help you?



Part of the story of each and every one of us over the last couple of months has been people helping each other.

- Maybe a family member has helped bring food?
 - Maybe it is the fact that the school has sent work and messages home?
 - Perhaps someone helped to look after you / your child?
 - I wonder if someone has helped to care for you?
 - Did somebody help you feel ok by helping you to smile?
 - Maybe somebody had a chat to you on a video link or phone call?
 - Did someone help you to become calm or to relax?
-

Thinking and talking about the people who have helped us all helps children to understand their experience and their story.

This helps children to process their feelings so they feel less confused, more comfortable and also more emotionally safe

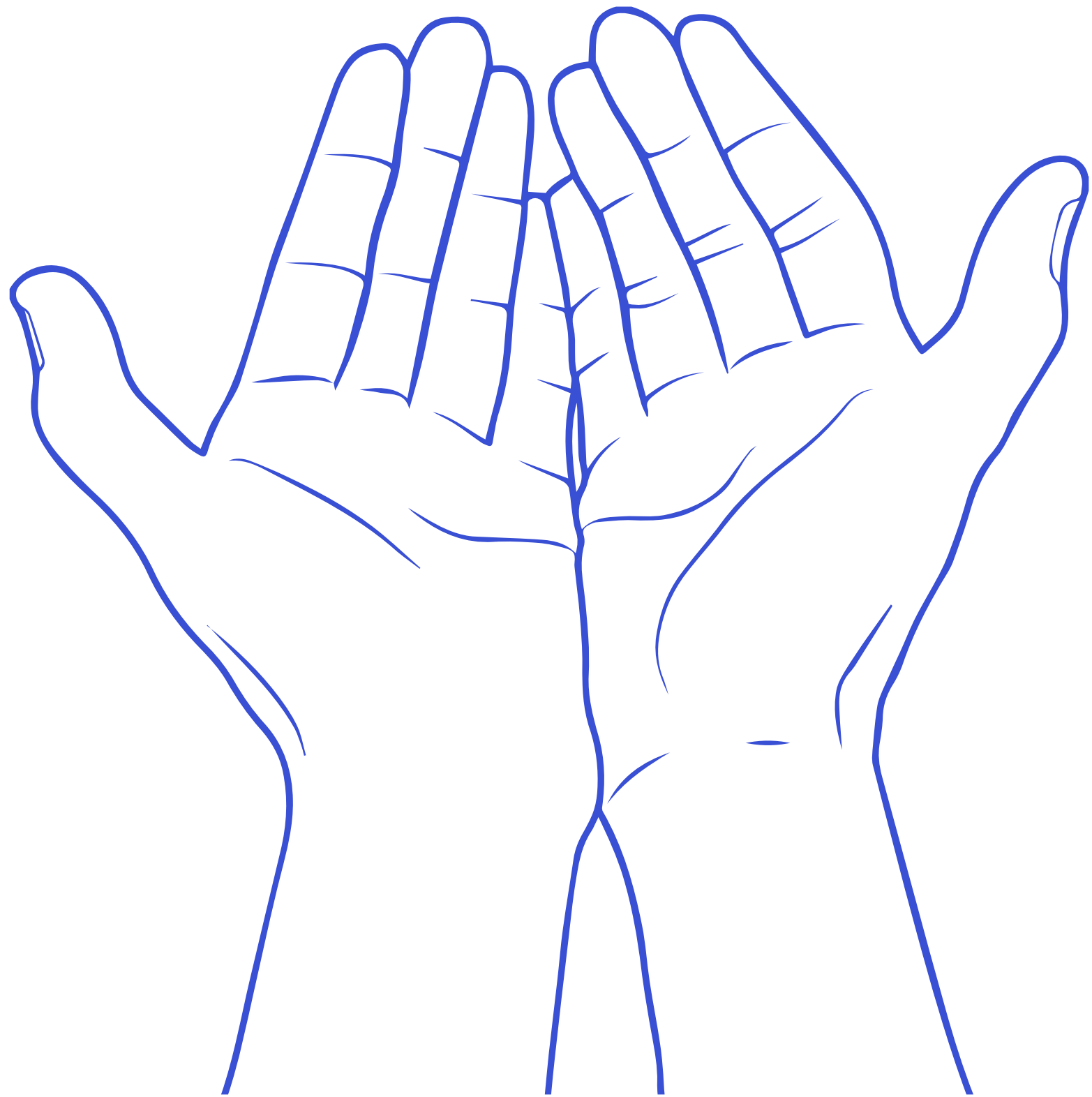
On the next page is a large picture of hands.

Children can write, draw or colour it in to help them remember people who have helped them.

Maybe they will write the name or draw a picture or shape that reminds them of someone who helped them.



Who Helped Me ?



Memory Tree

We all have memories of the last few months. Maybe a memory about when you first heard about the virus or when you first remember realising that it would make life very unusual for us all.

Sometimes these memories are not good or comfortable or easy but they may not be bad, comfortable or difficult either.

The next page has a tree on it, it can be printed out and you could make small leaf shapes out of paper and children can write or draw their memories on the leaves and stick them on the tree.

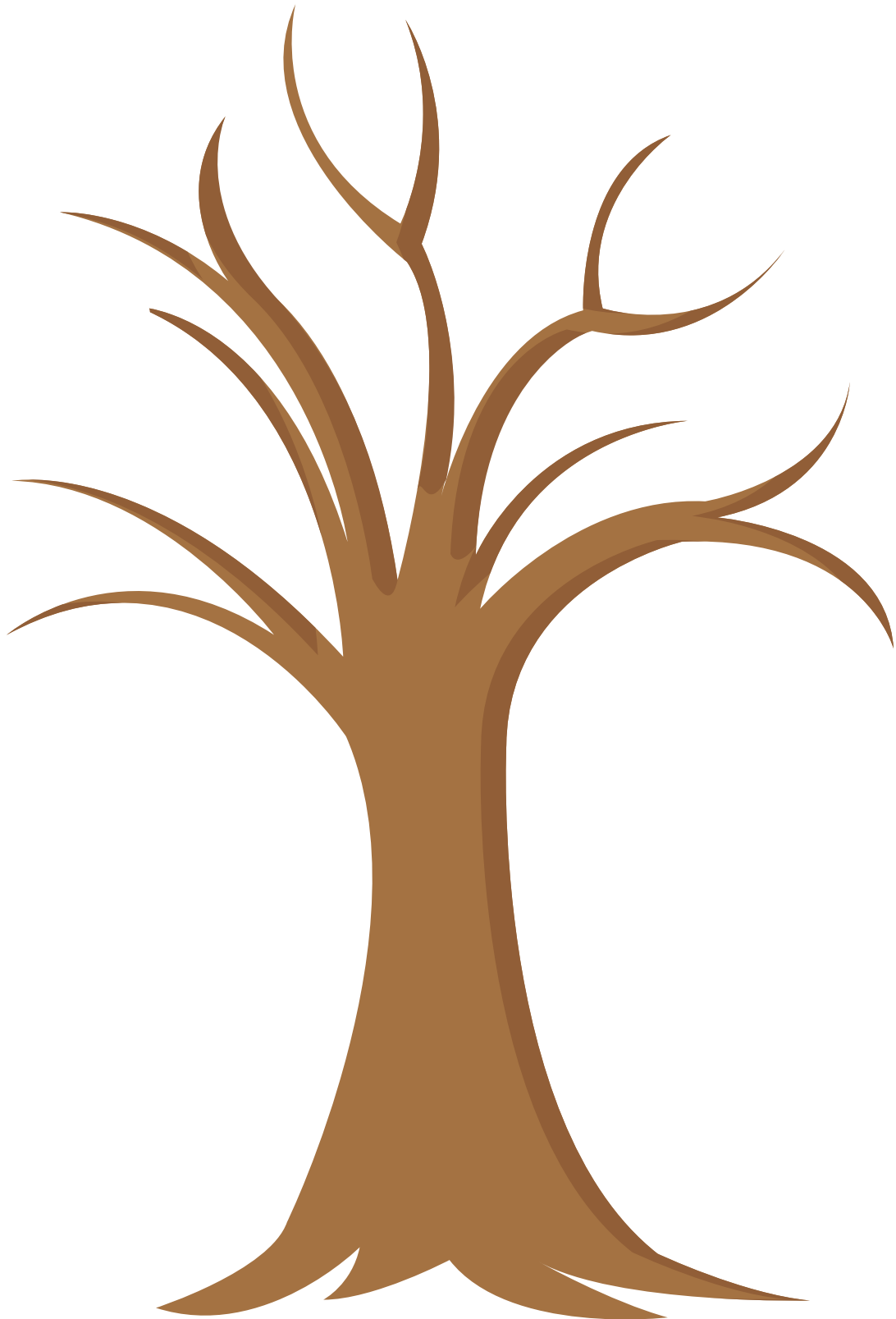
Finding ways to show or express these memories is very helpful. It helps children to work out their own story, their own experience of these unusual times that we have had and that we still live in.

Here is a picture of a tree without leaves and also with leaves. Maybe a child will want to put lots of green leaves on their tree to show all the different memories they have of these unusual times that we have been living in



Memory Tree

Can you make some Leaf Memories for your Memory Tree



Feelings Thermometer

When children have uncomfortable or difficult feelings they often find it hard to tell you how bad they feel. It is hard to put into words whether the feeling is unbearable or just bad. They also find it hard to tell you if and when they feel a little better or a little worse.

On the next page there is a Feelings Thermometer. It is a useful tool to use with a child to find out how they are feeling

Often when you start to ask them about where their feelings are on the thermometer they also feel able to tell you more about their feelings; maybe they can tell you what they are thinking about or what they need from you to help them.

The thermometer is a way of regularly checking how a child is feeling and that helps you to know how best to support the child.



How Are You Feeling?



Where are the feelings ?

- When a child is sad or has a worry or fear they may not be able to understand what the feeling is or where it came from or even what it is about.
- Thinking and exploring the feelings by spending some time connecting it to actual physical feelings in the body can be very useful.
- It allows children to think about emotional feelings without feeling too overwhelmed by them and without having to have words to explain them
- If you print out the picture on the next page you can ask them questions and the child can explore by drawing, colouring and writing words on the picture

Helpful Questions When Exploring The Physical Feelings

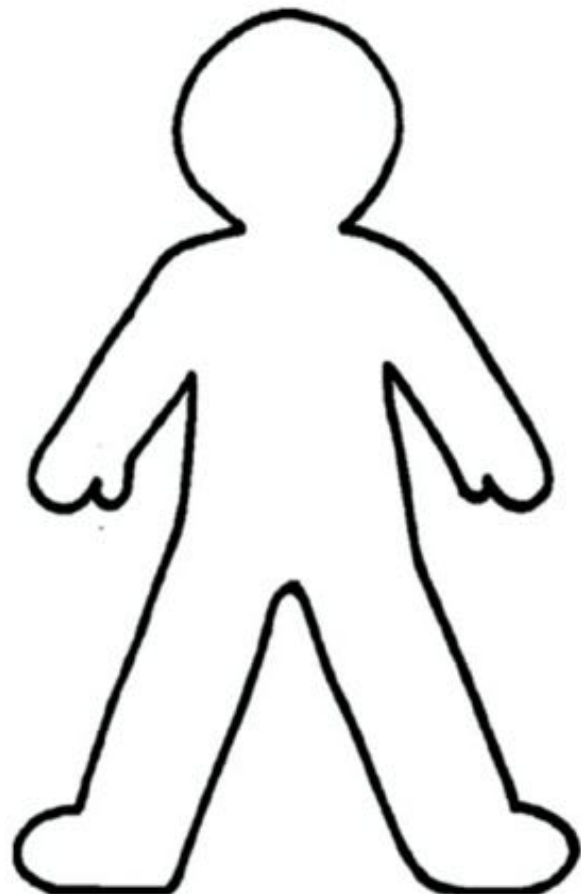
1. Where in your body are you feeling these feelings?
2. How big or small are the feelings?
3. What colour are these feelings?
4. Can you show me where the new feeling that you have is?
5. I wonder if you know what this feeling needs?
6. Is this feeling more or less easy to feel than yesterday?

Turn to the the next page for the worksheet.

There are boxes that children can colour to show different parts of their feelings.

1 for Comfortable or good feelings and 1 for uncomfortable or difficult feelings.

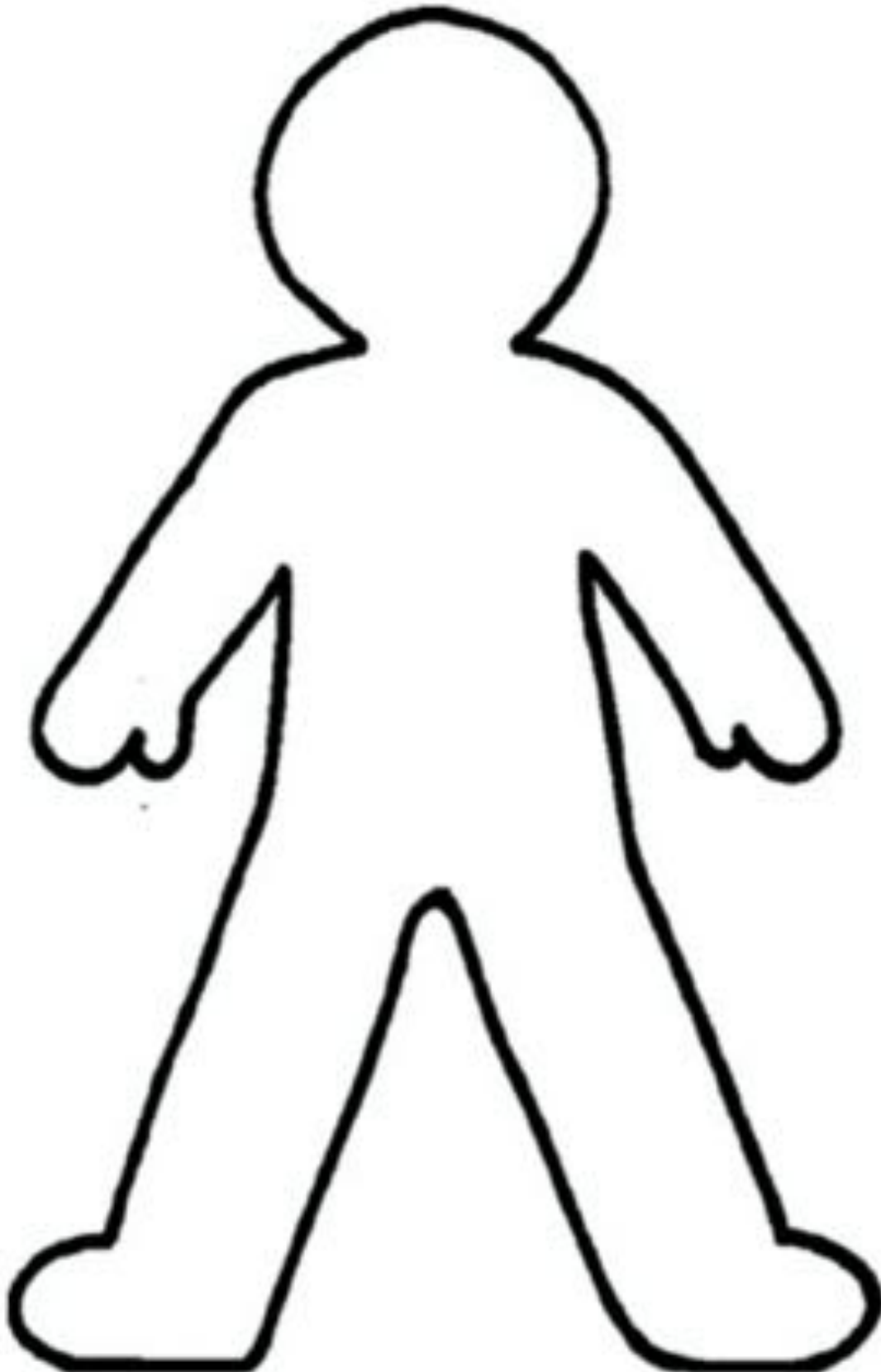
There are 2 spare boxes to use how you wish.



Where are the feelings ?

Comfortable / easy / good feelings

Uncomfortable / difficult / bad feelings



Ways to Become Calm

Using the Senses

FIVE:

Find FIVE things you see around you.

(It could be a pen, a spot on the ceiling, anything in your surroundings.)

FOUR:

Find FOUR things you can touch around you.

(It could be your pencil, desk, or the floor under your feet.)

THREE:

Find THREE things you hear.

(This could be any external sound. Focus on things you can hear outside of your body. Maybe a clock or car or talking.)

TWO:

Find TWO things you can smell.

ONE:

Acknowledge ONE thing you can taste.

(What does the inside of your mouth taste like?)

Ways to Become Calm

Using Your Breathing

Hot Chocolate Breathing

- Hold a pretend cup of hot chocolate up by your nose.
- Imagine you are going to smell it....
- Breathe in slowly through your nose to the count of 4.
- Hold for a count of 2
- Imagine you are going to cool the hot chocolate down...
- Slowly breathe out through your mouth to the count of 6
- Repeat 3 times

Here is a video of me guiding the Hot Chocolate Breathing on Youtube....

[Hot Chocolate Breathing](#)



Ways to Become Calm

Using Your Breathing

This lovely Underwater Breathing film is really useful to help children breathe evenly, to lower stress hormones, to help their Wizard Brain come online again by calming the nervous system

Lovely video on YouTube - Link below

[Children's Underwater Breathing on Youtube](#)



Ways to Become Calm

Using Your Breathing

This animation film is all about Relaxation and is done really well alongside some physical movement.

By focusing on the body as well as the movement as well as the breathing and relaxation there might well be some regulation of feelings as well as the body.

It is only 2.45 mins

[Calm Breathing and Moving](#)



HOW DOES EXERCISE HELP *Self-Regulation*



RAISING AN *Ordinary* PERSON

7 MINUTE HIIT WORKOUT FOR KIDS

SET AN INTERVAL TIMER FOR 45 SEC OF WORK 15 SEC OF REST



FROG JUMP

Hop, hop hop! up and down like a frog



BEAR WALK

With your hands & feet on the floor, hips high, walk left & right



GORILLA SHUFFLE

In a low sumo squat, use your hands to balance and shuffle around the room.



STARFISH JUMPS

Jump up and down spreading your arms and legs wide (jumping jacks)



CHEETAH RUN

Run in place as fast as you can, just like the fastest animal in the Sahara



CRAB WALK

Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands and feet



ELEPHANT STOMPS

March in place, stomping your feet as hard as you can

Instructions

Frog Hops

These are exactly what they sound like. Hop back and forth, like a frog. Depending on how much room you have, you may need to hop in one place.

Bear Walk

Place your hands and feet on the floor. Your hips and butt should be in the air, higher than your head. On all fours take two steps forward and two steps back, then repeat.

Gorilla Shuffles

Sink down into a low sumo squat and place your hands on the ground between your feet. Shuffle a few steps to the left and then back a few steps to the right. Maintain the squat and ape-like posture through the entire movement.

Starfish Jumps

These are jumping jacks! Do as many as you can, arms and legs spread wide like a starfish!

Cheetah Run

Run in place, as fast as you can!

Crab Crawl

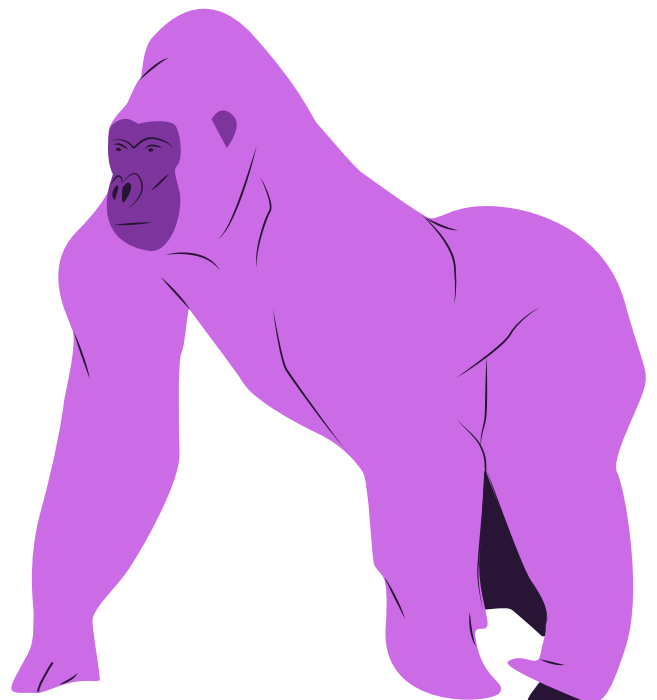
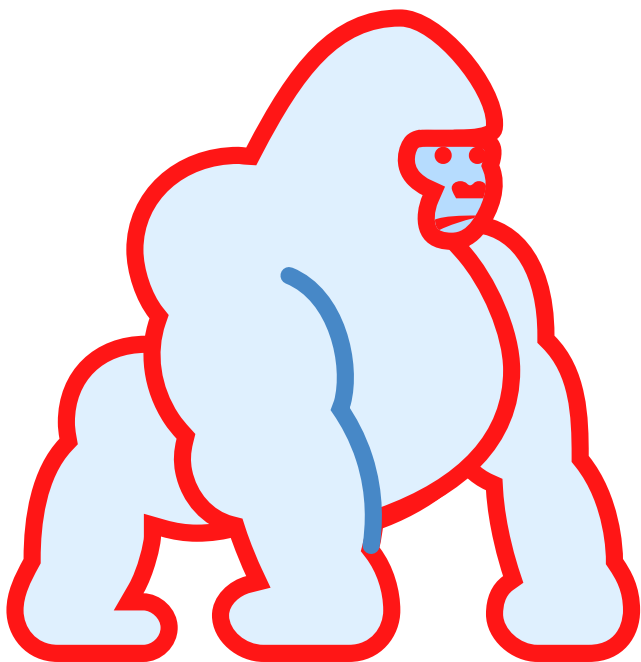
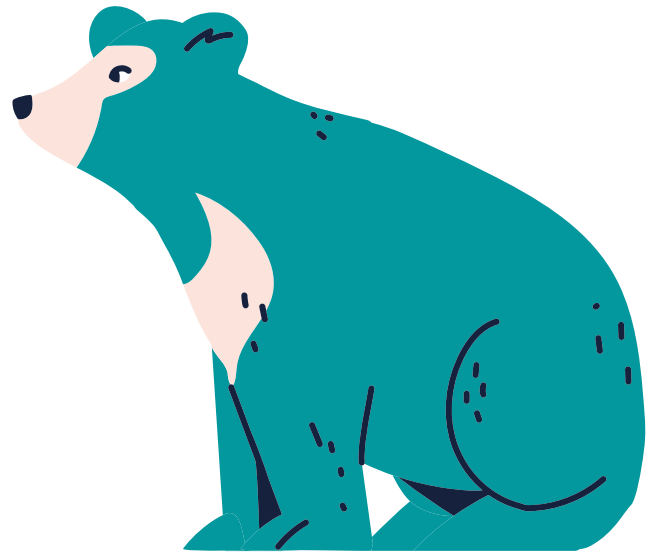
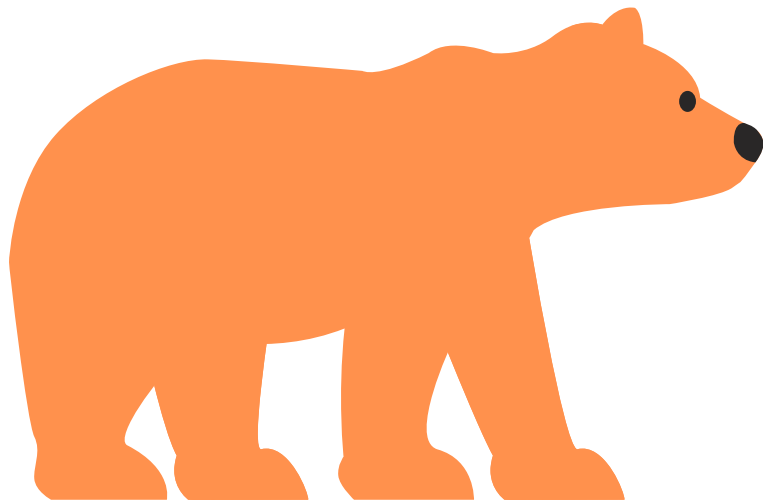
Sit with your knees bent and place your palms flat on the floor behind you near your hips. Lift your body off the ground and "walk" on all fours forward and then backward.

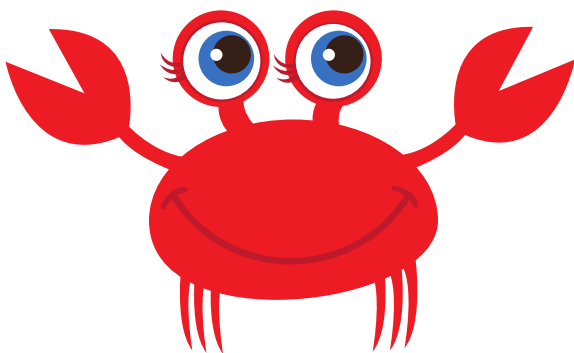
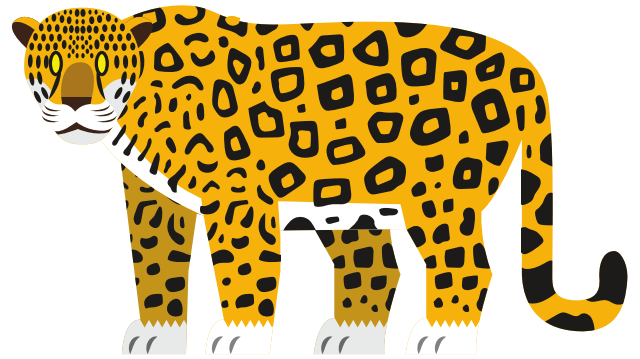
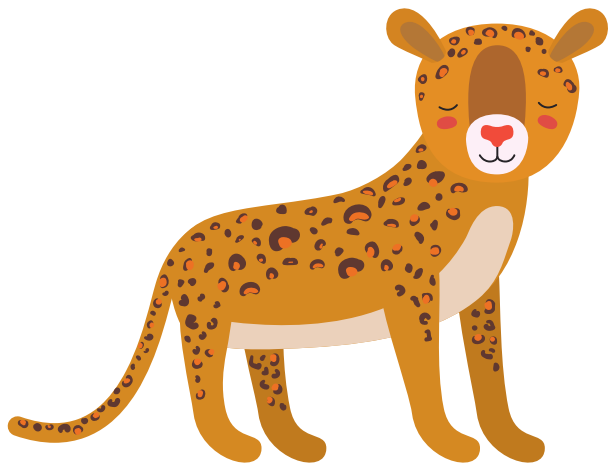
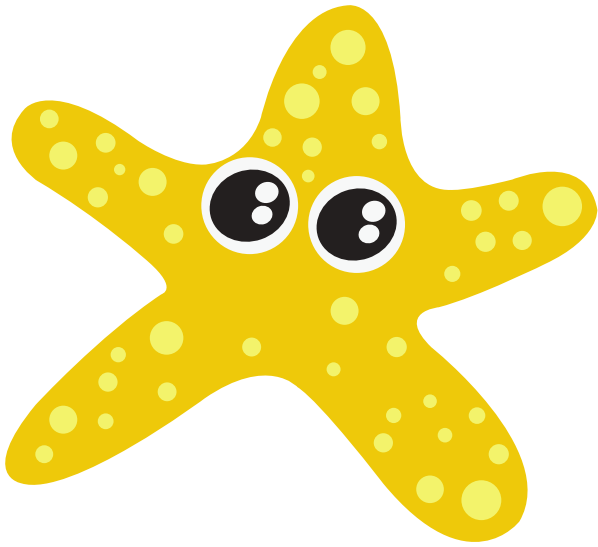
Elephant Stomps

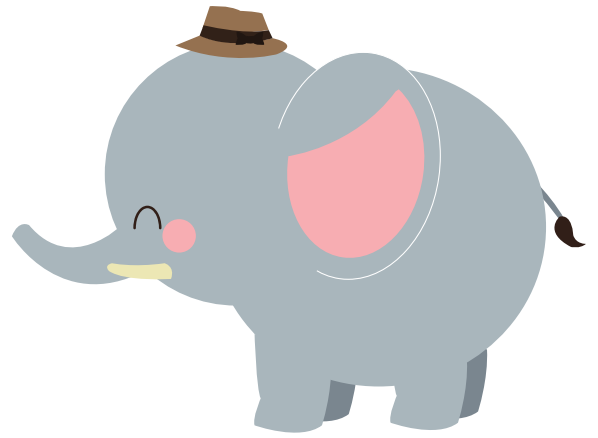
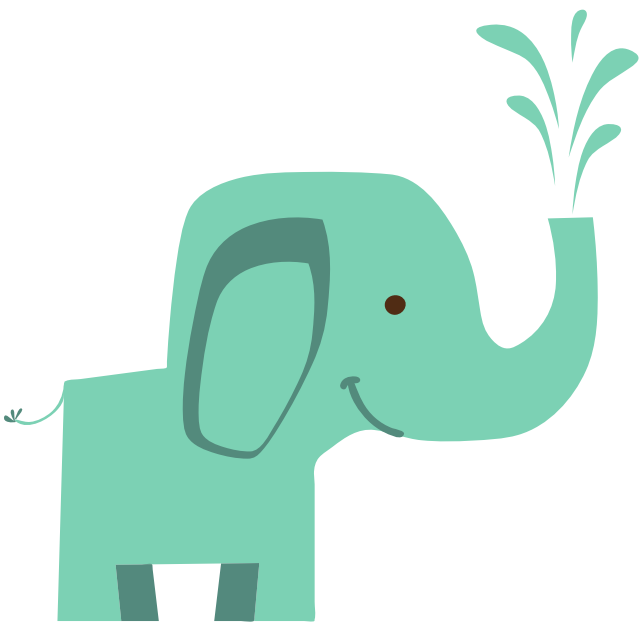
Stand with your feet hip-width apart and stomp, raising your knees up to hip level, or as high as you can bring them up. Try to hit the palm of your hands with your knees.

And You're Done!

Take some time to cool down slowly.







CONGRATULATIONS

HOORAY

Sing-Along Songs

Really good for lowering Stress Chemicals in the body and of course for learning new rules about Social Distancing, Washing Hands and Keeping Ourselves Safe. The repetitive singing of these will help to create more routine and ritual which helps children to feel emotionally safe.

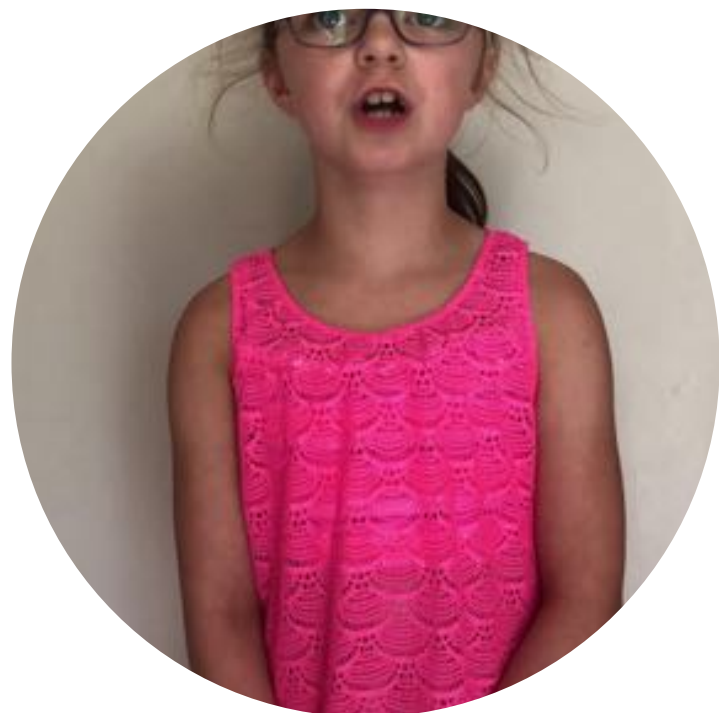
Emily's video of singing songs

Double click to use

[Video of Songs](#)

Songs are about:

1. Handwashing,
2. Staying Safe,
3. Not putting hands above shoulders
4. New ways of being with our friends



Thank you Emily !