

What to do when you are cooped up - trying to cope with unexpected school closures

Being at home with children who want to be out and about can be extremely challenging, even more so for families of children with disabilities. This resource pack may provides you with more guidance and support with longer school breaks or unexpected days at home, and help you keep in touch with other families in the same situation. This might also help you limit children's screen time, or use it so you also get a break and a rest.

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Being at home with children who want to be out and about can be extremely challenging, even more so for families of children with disabilities. This resource pack may provide you with more guidance and support with longer school breaks or unexpected days at home, and help you keep in touch with other families in the same situation. This might also help you limit children's screen time, or use it so you also get a break and a rest.

1) Make sure you have a routine.

The children expect a routine at school, and it will make it easier if you also have one at home. You might need a picture time table or words if your child reads and prefers that. Make sure the children have a choice of activity and know how long it is going to go on for (using a timer the children can see). An example timetable is below: (or refer to behaviour management section for template)

Activity 1

Try and do some table top type work in the morning when the children are fresher and can manage a board game/cards/touch typing course (See BBC bite size online resources)/drawing/modelling/lego (see the Lego 30 day challenge)/jigsaws/pretend play if they are younger.

Snack /drink

Exercise break

Jumping/dancing/skipping/balancing on one leg/running up and down the hall – even an exercise routine on the tele or the dance channel!– don't forget to gradually calm the children down again by slowing down the music or the movements and finish with stretches.

Approach this one with caution, as although it will help them sleep, it is important to also do a calming activity so they are not overexcited to too long in a small space!

Activity 2

Lunch

Movement break – do some shorter stretches in the afternoon to keep them moving a bit

Activity 3

Quiet time play/this is the TV or screen time!

Bath, shower or wash

Book and bed.

- 2) **See if you can make contact with other families online** - you are not on your own in this situation, and there are other families to talk to. You can contact your local parent's group. There are twitter and face book groups in the attached advice sheet.
- 3) **Check in with friends and family** so they can help if needed if you are not well or you need help looking after the children. If you become very unwell remember to please seek advice from NHS 111. You can do this online at <https://111.nhs.uk/covid-19> or by [calling 111](#)
- 4) **If your child wants to talk to someone about how they are feeling about the stresses of being in this situation, your child can call**

Kooth online children's counselling service on: <https://www.kooth.com/>

Your child needs to put in your postcode when they log into the site.



ADVICE

Talking to children about Coronavirus

- 1. It is good to talk:** Children will have heard about Coronavirus and likely noticed changes around them (such as people wearing face masks). It is important they feel comfortable talking to you about Coronavirus as you will be the best source of information and reassurance for them. It's also likely they will talk to their friends or other children, which can involve imagination and misinformation. So having the chance to check-in with you is even more helpful.
- 2. Be truthful but remember your child's age:** It is better for children to take an honest and accurate approach – give them factual information, but adjust the amount and detail to fit their age. For example, you might say 'we don't yet have a vaccination for Coronavirus, but doctors are working very hard on it' or 'a lot of people might get sick, but normally it is like a cold or flu and they get better'. Younger children might understand a cartoon or picture better. We also recommend that adults watch news programmes and then filter this information to their child in a developmentally appropriate way.
- 3. Allow children to ask questions:** It is natural that children will have questions, and likely worries, about Coronavirus. Giving them the space to ask these questions and have answers is a good way to alleviate anxiety. Again, try to be honest in your responses – it is ok to say you don't know. At the moment, there are questions we don't have answers to about Coronavirus – you can explain this to your child and add in information about what people are doing to try to answer these questions. Maybe your child has an idea too – let them tell you or draw them.
- 4. Try to manage your own worries:** Uncertainty can make all of us feel anxious or worried. Identify other adults you can talk to about your own worries and questions. What things usually help to make you feel a bit calmer? If you are at home, music, breathing and relaxation techniques, distraction (such as watching something funny), and time with family members or pets can all help. Talk to your children when you feel calm – it will reassure them.
- 5. Give practical guidance:** Remind your child of the most important things they can do to stay healthy – washing their hands and the 'catch it, bin it, kill it' advice for coughs and sneezes. Help your child practise and increase their motivation for keeping going (maybe thinking of a song they want to sing while washing their hands).

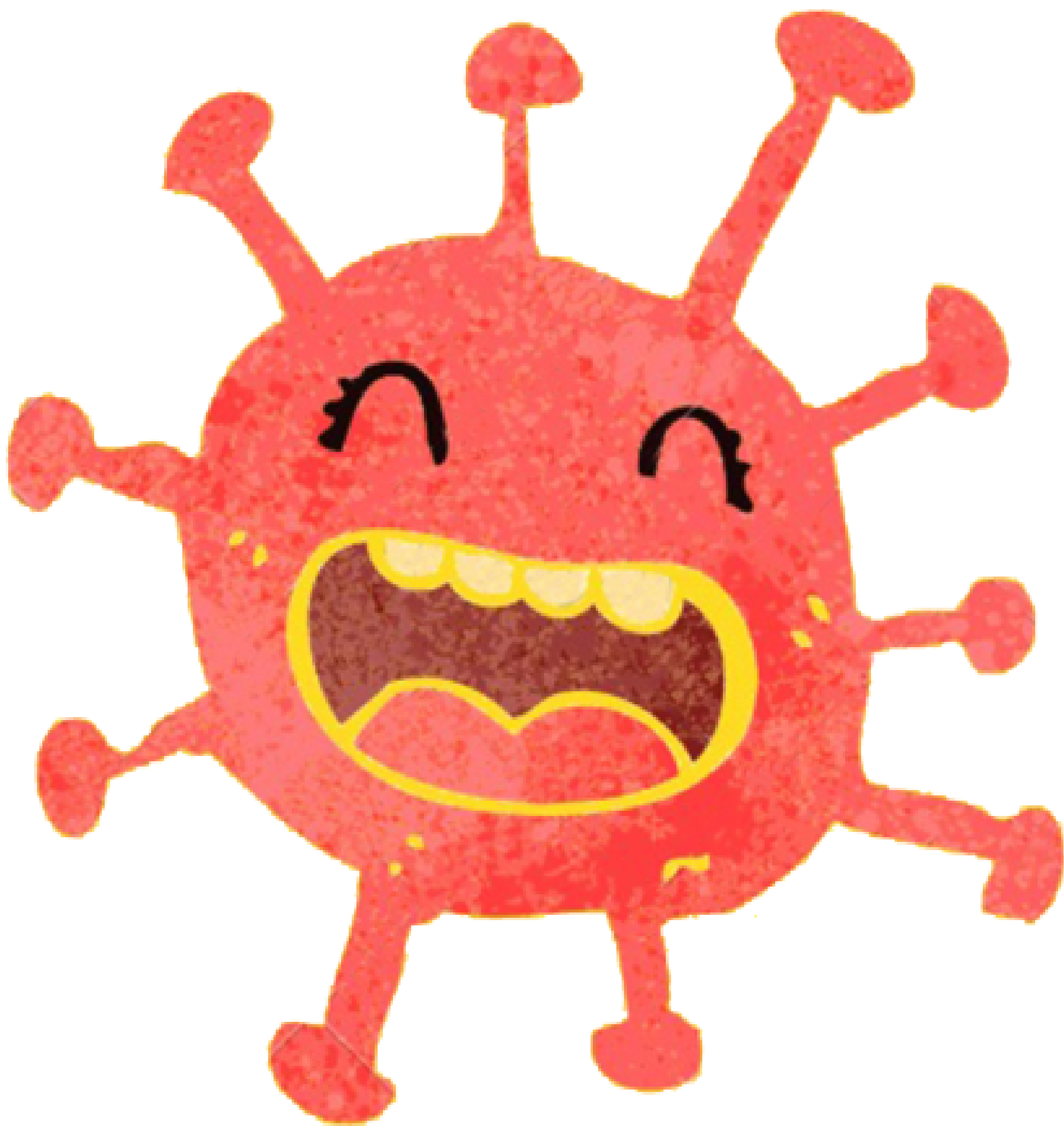
Resources

National Association of School Psychologists (NASP) www.nasponline.org

Child Mind Institute Inc. <https://childmind.org>

HELLO!

**I am a VIRUS,
cousins with the Flu and
the Common Cold**



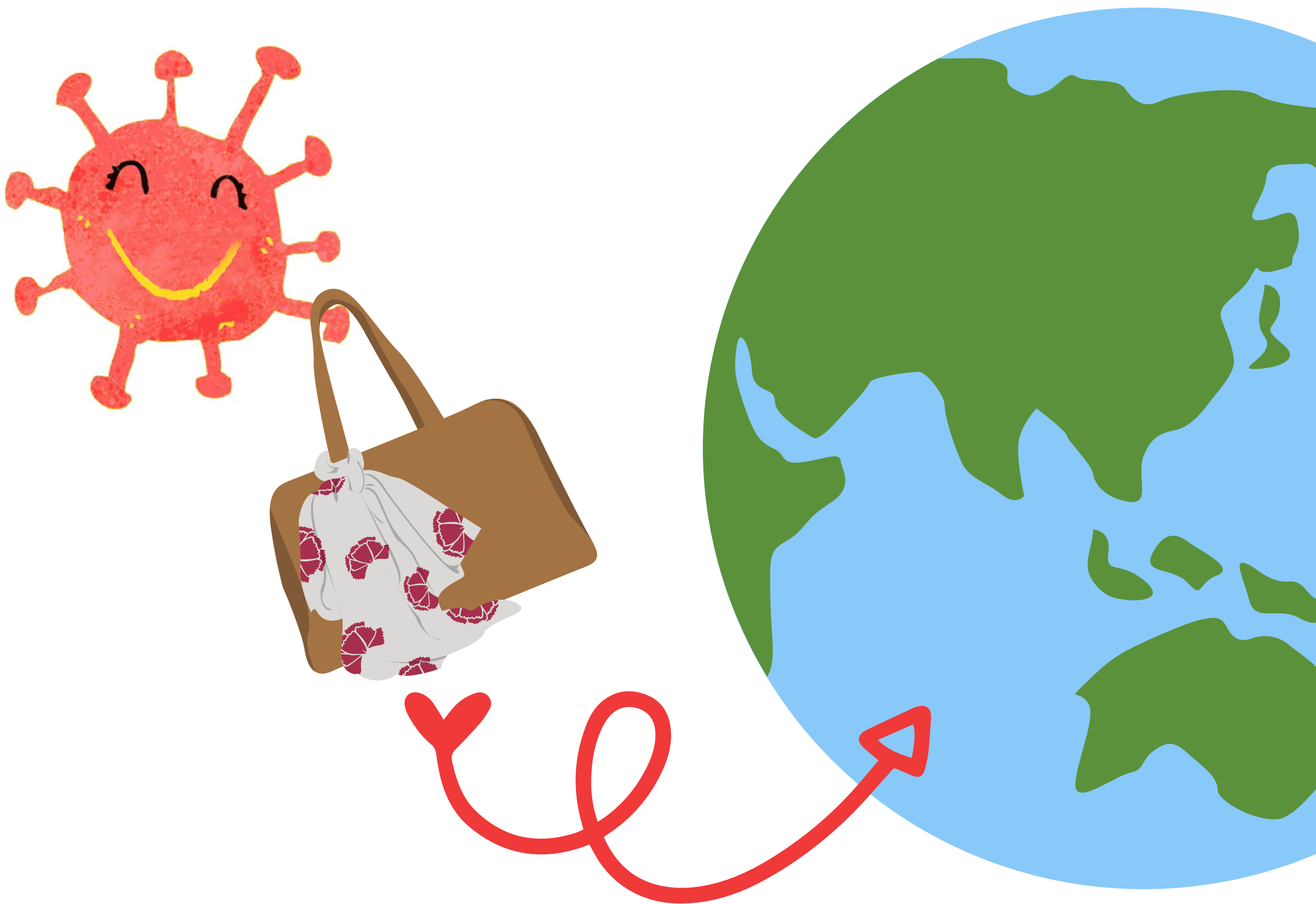
My name is Coronavirus

MANUELA MOLINA - @MINDHEART.KIDS

WWW.MINDHEART.CO

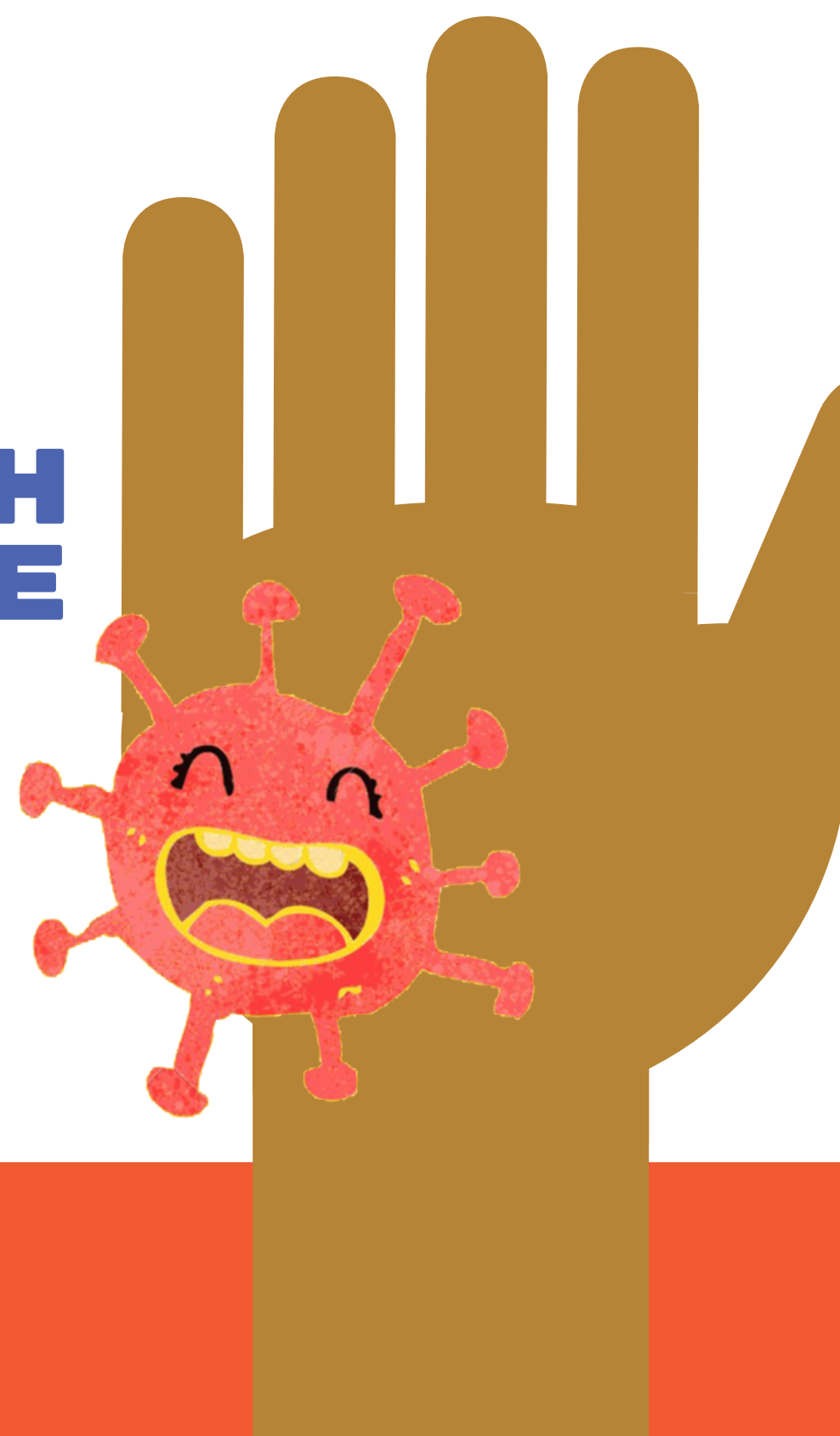
CC BY-NC-SA 4.0 INTERNACIONAL PUBLIC LICENSE

I love to travel...



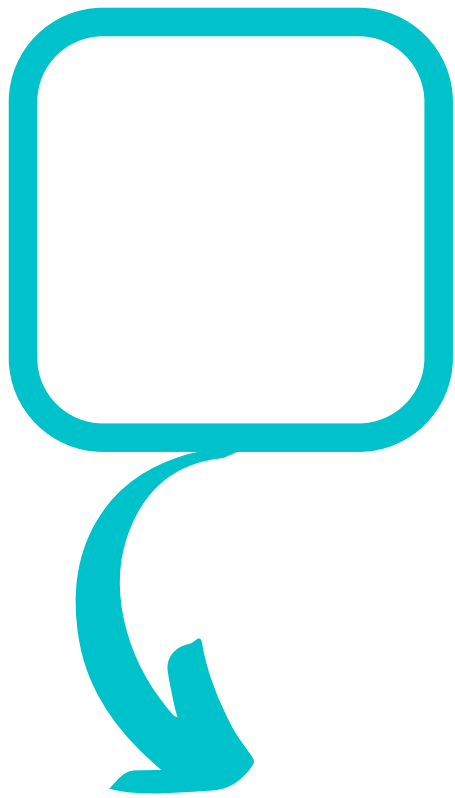
and to jump
from hand to
hand to say Hi

**HIGH
FIVE**

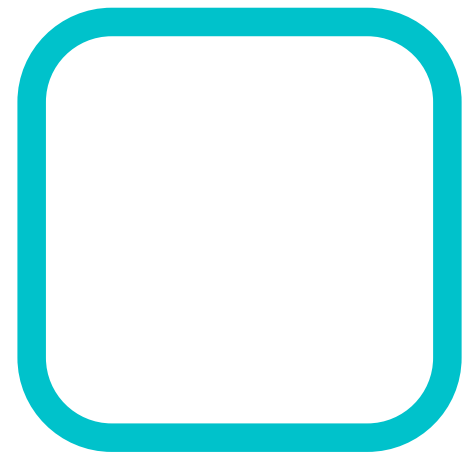


Have you heard about me?

YES



NO



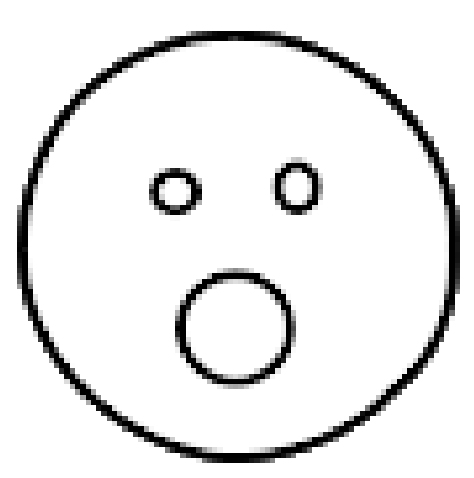
And how do you feel when you hear my name?



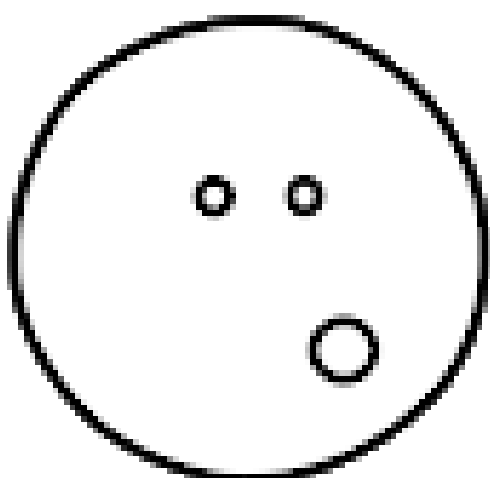
Relaxed



Confused



Worried



Curious

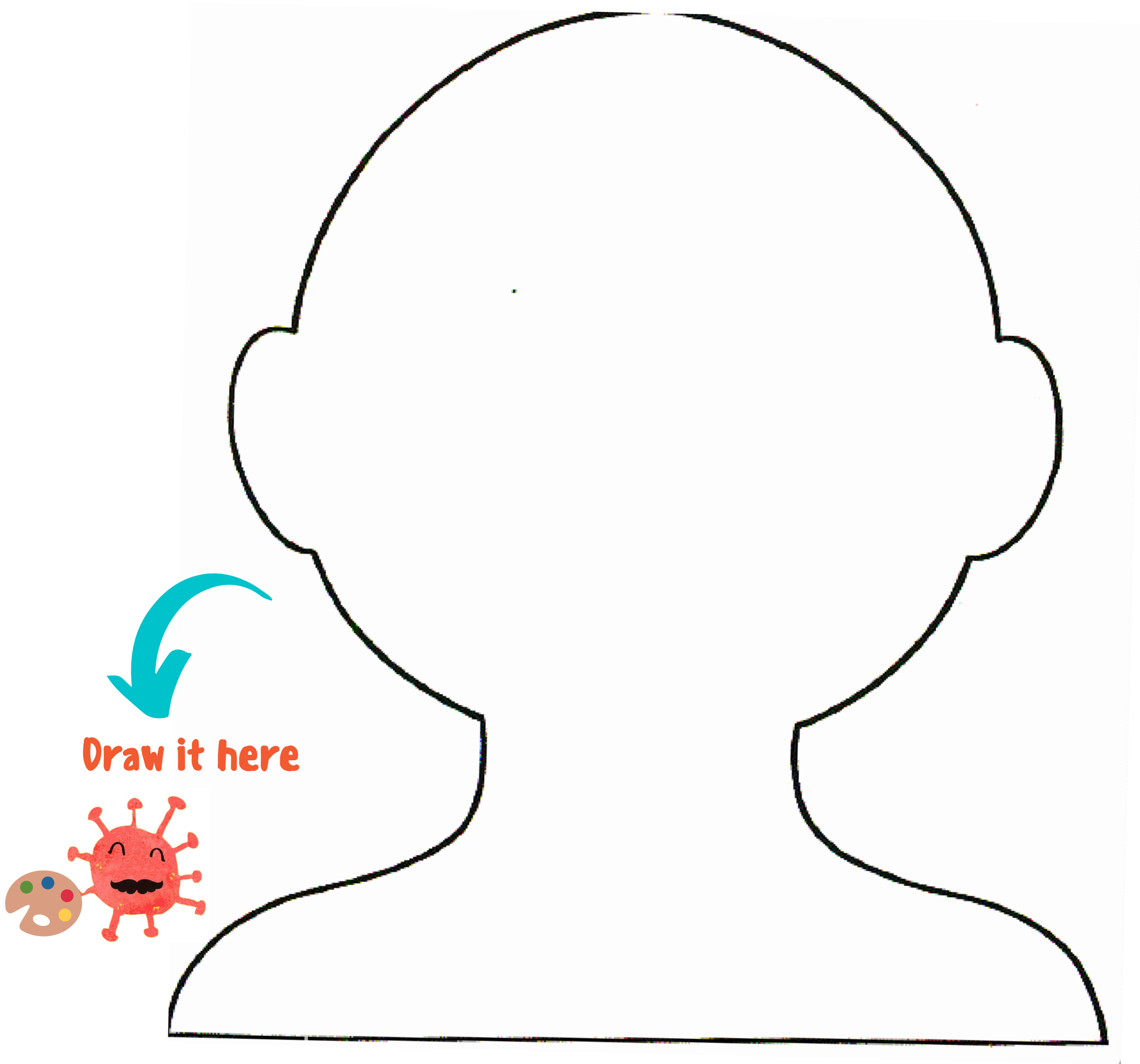


Nervous



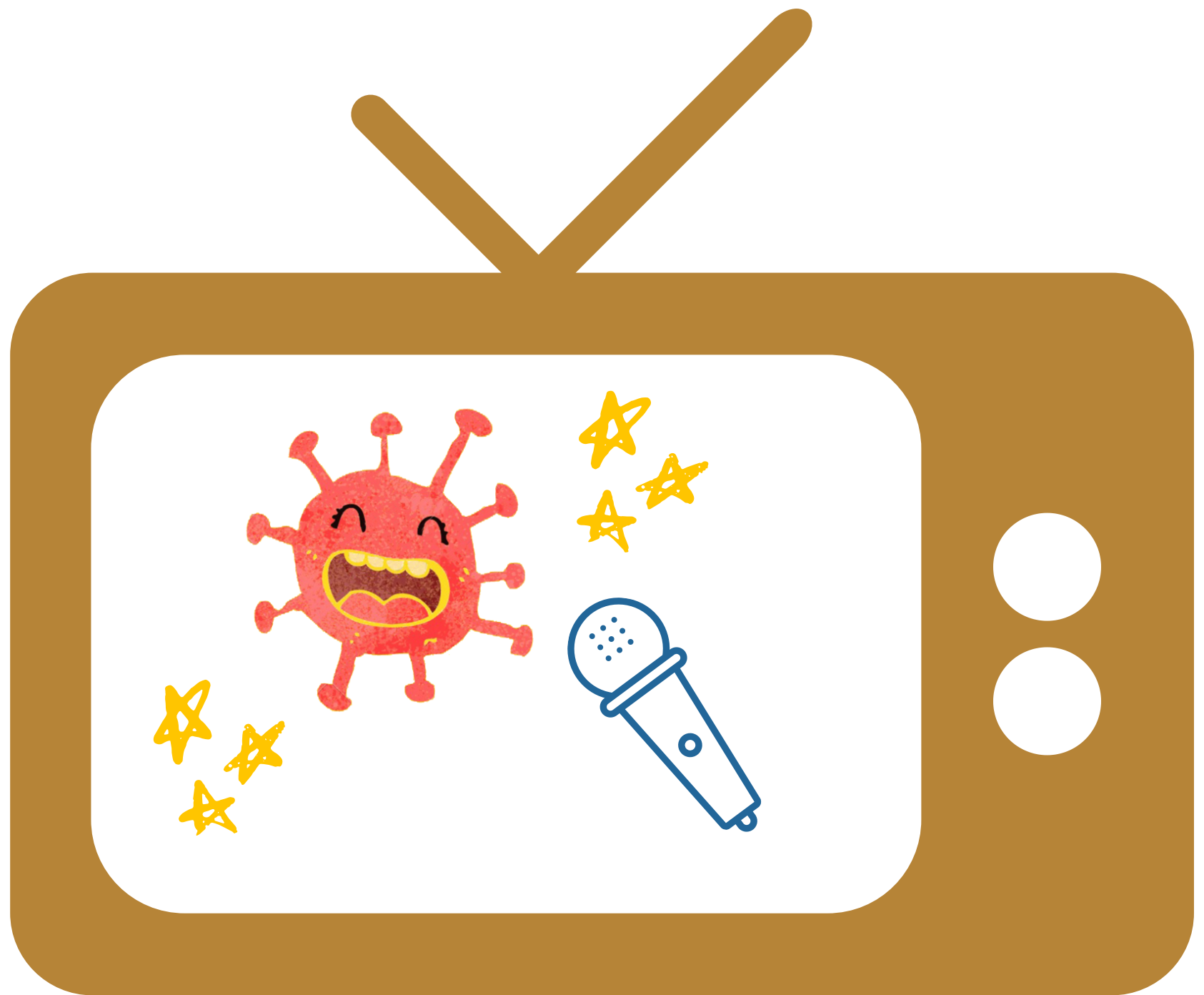
Sad

**I can understand you
feel...**

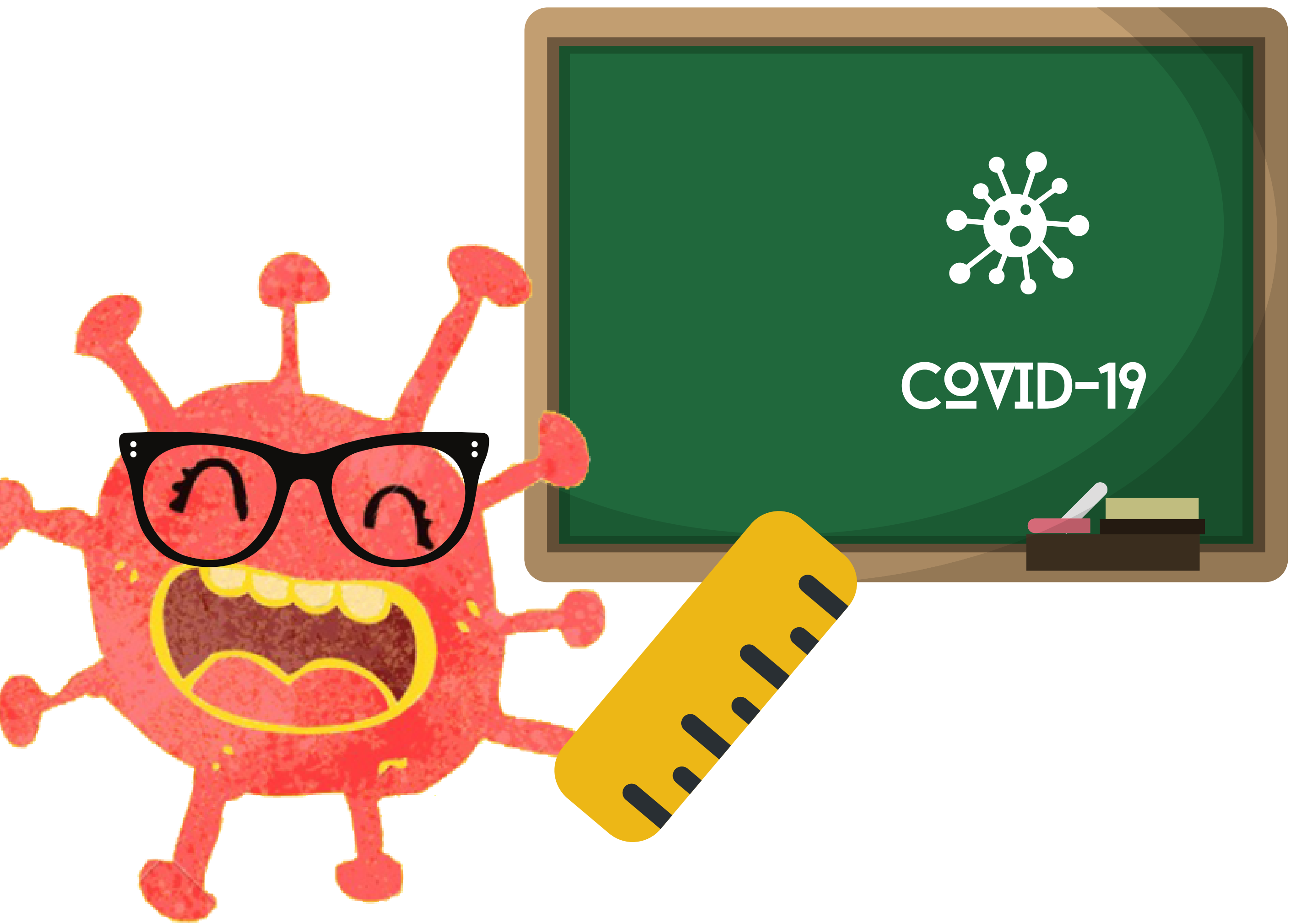


...I would feel the same way

Sometimes adults get
worried when they read
the news or see me on TV



**But I am going to explain
myself...**

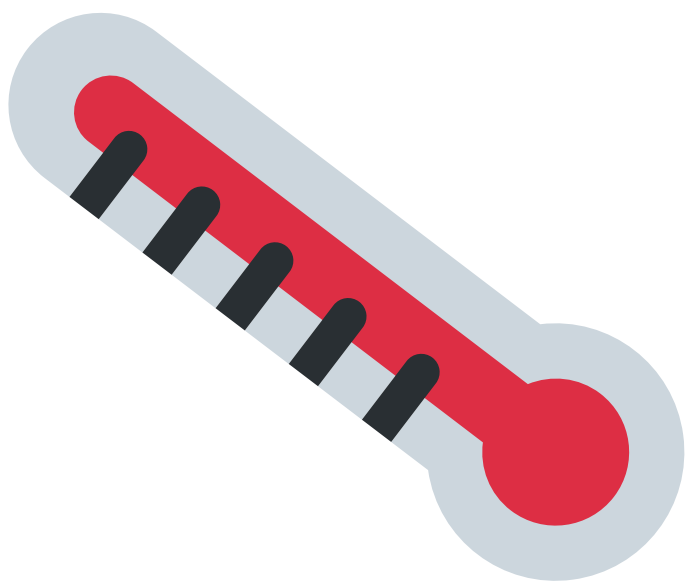


So you can understand...

When I come to visit, I bring...



Difficulty breathing



Fever



Cough

**But I don't stay with
people for long, and almost
everyone gets better**



**Just like when you get a
scrape on you
knee and it heals**

BYE BYE...



Dont you worry!

The adults who take care of you:

will keep you safe



And you can help...

1



**By washing your hands
with soap and water
while singing a song**



**You can sing your favorite song,
the happy birthday song, or the
alphabet song**

2



**By using hand sanitizer
and letting it dry on
your hands**



Without moving them count to 10

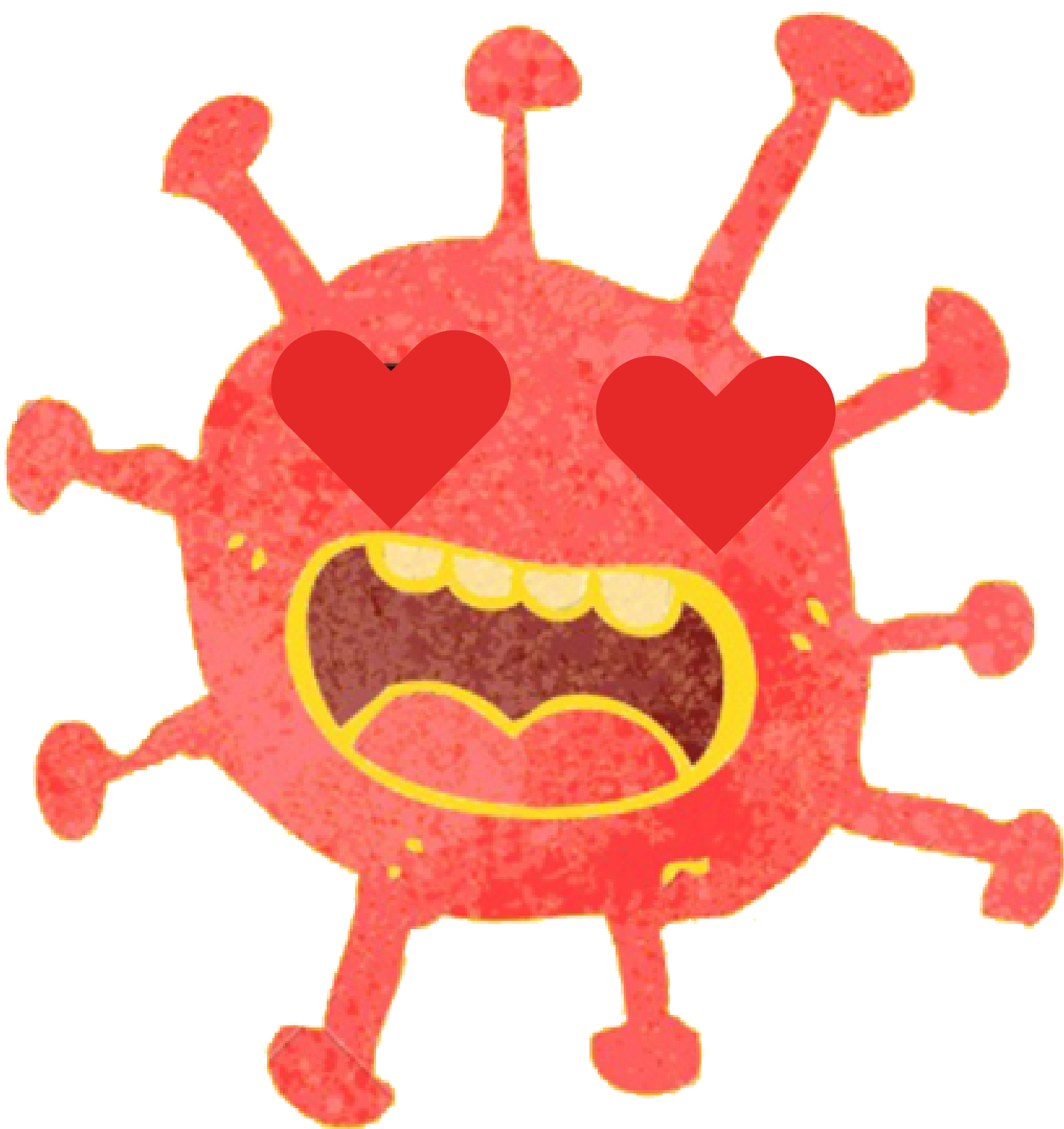
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Once your hands are dry you can get
back to playing!!**

**If you do all that
I will not come to visit**



**while the doctors work to find a vaccine
that will allow me to say hi
without getting you sick.**

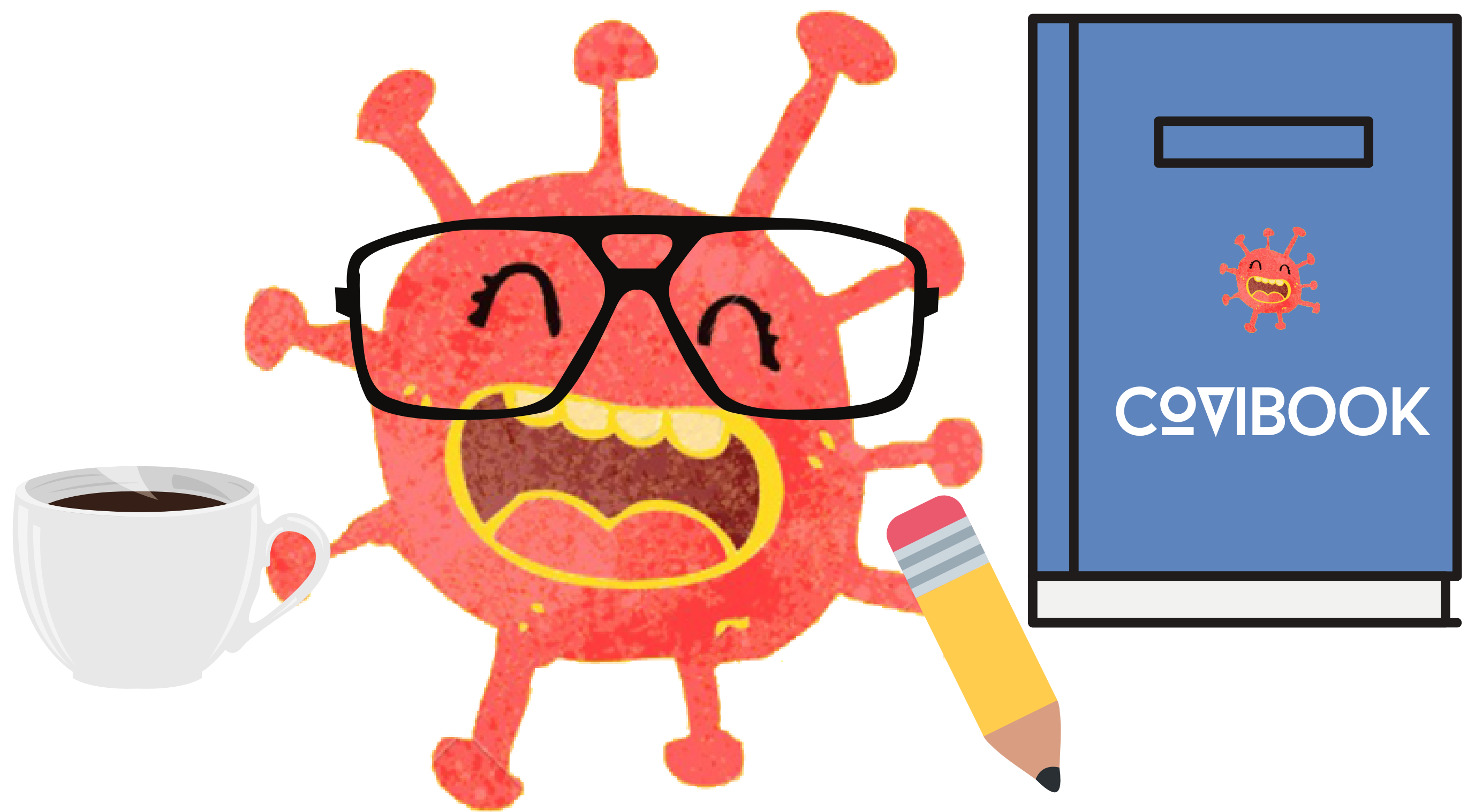


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THE END



Download this PDF here:

www.mindheart.co/descargables

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NSPCC

..... NEED-TO-KNOW GUIDES

Positive Parenting



EVERY CHILDHOOD IS WORTH FIGHTING FOR

What's inside


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We know how challenging it can be to balance all the demands parents have to cope with. That's why we've put together some tips to help. All children need boundaries and discipline, and this guide helps you develop what works for you and your child.

EVERY FAMILY
IS DIFFERENT, SO MAKE
THIS GUIDE YOUR OWN
You can make notes on it,
customise it – whatever
works for you.

Positive parenting uses techniques that work well for every child. These techniques build on your child's wish to please you, the importance of listening, and, above all, loving your child – leading to a better-behaved, happy child and less-stressed parents.

All parents can come under pressure or stress from time to time, and it can even lead them to want to smack their children – although many parents regret it later. But physical punishment is never an effective way to discipline your children.

Remember

Positive parenting techniques are much more likely to work and leave you feeling more positive about your parenting.

Understanding your child's needs

Children's needs and behaviours change as they get older, and understanding these needs will help you better understand your child. Lots has been written about the needs of children and advice for parents, and we cover some of the key areas here. If you'd like more detailed advice you can talk to the NSPCC helpline.



1. Babies

Babies behave as they do to get their needs met. For example, when they cry they're trying to tell you that they need something – maybe they're hungry, need their nappy changed or feel tired.

Older babies may show what appears like a 'stubborn streak' – spitting out food or wriggling away from a nappy change. All they are doing is trying to express their likes and dislikes in the only way they can.

When you're stressed you may feel your baby is being "deliberately naughty" or trying to provoke you. This is not possible. Remember you should never shout, scream, hit or smack a baby.

2. Toddlers

All toddlers test limits and have tantrums. Research shows that a child's brain is still developing during this period so there are limits to how much they're able to control their emotions. Remember that behaviour in toddlers which is often seen as naughty is actually quite normal and part of growing up.

3. School age

School age children are constantly learning and exploring their world. They may have lots of questions as they start to form their own views on issues. As they move towards being more independent they may seem to push boundaries and become more challenging, a necessary part of growing up.

4. Teenagers

As children continue to develop their own identities in their teenage years, they might become more challenging – sometimes seeming "moody" or withdrawn or not as talkative and open as their parents would like. They might be more inclined to disagree with their parents, or choose different views. Friends (and celebrities) will become a bigger influence and your child may not always do what you would like.



As children get older, they can experience difficult emotions. Some children find it hard to talk to their parents about feelings and may want to speak to Childline (**0800 1111**, **childline.org.uk**)

How can I set boundaries?

All children need love, guidance and to have rules and boundaries. Rules and boundaries help families to understand how to behave towards each other, and what's OK and not OK. But the best way to go about this will vary based on your child's age and stage of development. All children are different and develop and reach milestones at different rates.



Top tips...

for all ages

- Keep guidance simple and consistent.
- If your child is behaving in a way you don't want them to, clearly explain what you want them to do instead.
- Be available and make time so your child will come to you when they feel something is wrong or they are upset.
- Keep talking and listening to your child even if at times it feels like a challenge. Start listening from a very early age and set a pattern for life.
- Review family rules as your child gets older and recognise the different needs of children living at home. For example, you shouldn't expect the same from your 12 year-old as you would from your four year-old.
- Get support from friends and try any good ideas they have found helpful.
- If you are struggling and things are getting out of hand, get advice from your GP, a health visitor, or your child's teacher.

for babies – toddlers

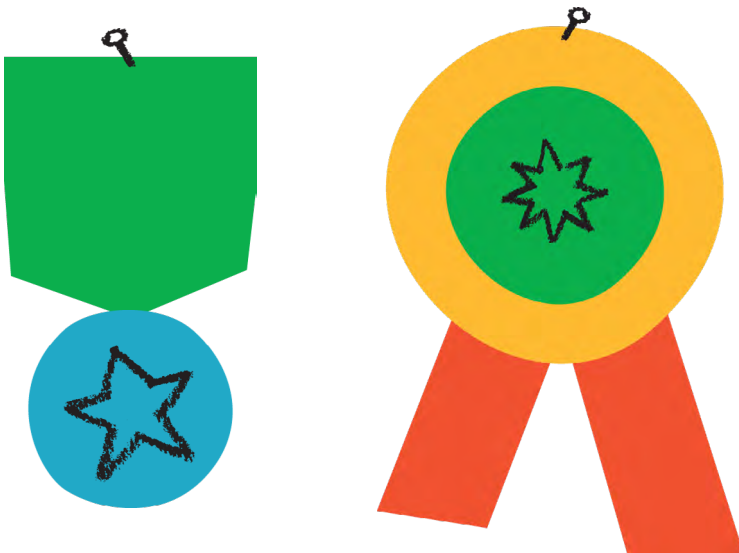
- Introduce boundaries from an early age.
- Sympathise with how your child may be feeling – for example, saying “I know you are frustrated”, if your child is struggling to do something.
- Share your own feelings if you find it helps to relieve your stress – for example, “I know you're tired but I'm tired too”.
- Try to avoid using orders and ultimatums.

for school age – teenagers

- Be willing and give your child chances to show they can be trusted.
- Avoid criticism wherever possible. If your child has done something wrong, explain that it is the action and not them that you're unhappy with.
- Try to avoid getting trapped in petty arguments, there are rarely any winners!
- Consider ways to negotiate or offer choices as your child gets older.

Rewards and discipline

Different parents will have different views about the best ways to encourage children to change their behaviour. While some younger children may respond well to reward charts and some older children may respond to the offer of being allowed to stay out a bit later, other children won't.



Only you will know what works for your child but here are some helpful points to think about.

- Praise children, even for the little things they do.
- Reward positive behaviour and consider asking what would be a good reward.
- Avoid making rash decisions when you're angry.
- Talk to your child about the rewards and consequences of their behaviour, and do it before rather than after.
- Take time to really listen to what your children are saying and explain to them what you are feeling.
- Be a role model and don't do things that you wouldn't want your children to do.

Smacking is never a good idea

Ideas on bringing up children have changed, and we now know a lot more about the effects of smacking. Smacking can hurt children's feelings – making them resentful and angry, and damaging the relationship between parent and child. This makes parenting and discipline harder in the long run, not easier. Smacking can get out of control.

This also comes back to being a role model. If you smack your child, they may think this is acceptable behaviour and treat other people in the same way. Children may avoid being

smacked by lying or hiding how they feel. And they may become withdrawn – not developing independence.

When you give out love, you get it back. When you give out harsh punishment – screaming, yelling or hitting – this means you are eventually likely to get anger and resentment back.

.....
Finding the right balance of rewards and discipline is a key part of positive parenting.
.....

Keeping Your Cool

It's important to find ways to relieve your stress and manage your anger. Lots of things, not only your child's behaviour, can make us feel stressed – from family relationships to managing a work-life balance, health, housing, unemployment and much more. You want to be the best parent you can but being stressed is stressful!



When stress takes over, it can make you lose your temper and say or do things you later regret. You might find yourself saying something hurtful or smacking your child; and living in a stressful home can also impact on your child's feelings and healthy development. But you can avoid this by managing stress and anger.

- **Accept support**

This may be from your family, a friend or by using online forums. Knowing that there are other parents in the same situation can be a great encouragement.

- **Make time for yourself**

This may involve doing things like exercising or listening to music. Treats can be as simple as a long soak in the bath, watching a DVD or going for a walk. If you live with a partner, agree a way to make sure you both get time off.

- **Get help**

This is a positive step to take and not a sign of weakness. If you're feeling stressed and anxious all the time seek some outside advice. A range of difficulties may get in the way of being a parent and it's important to get help. Talk to your GP or health visitor.

- **Be as prepared as possible**

All children will be stressful at times so consider ways of dealing with this in advance. For example, if your child gets bored and irritable on long journeys, or waiting for things like doctor's appointments, take a couple of books or activities to keep them busy.

- **Don't overlook success**

If you have coped well with something difficult, be proud of what you've achieved. Celebrate your children's successes too.

Look after yourself

Being a parent is so important, and while it's common to feel less needed as children get older, or to feel more like a taxi driver or cleaner, you are the person your child will look to for help. Finding time for yourself is something you shouldn't overlook or feel guilty about. It may take planning but having a break can help you to be the best parent you can be.

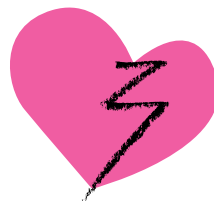
Building positive relationships

If parent-child relationships become damaged, it can affect the way a child feels or behaves. Finding ways to show unconditional love and affection to your child is important, but this can be easier said than done, especially when you're tired or juggling different needs.

Spend time with your child and learn together. This can help increase your child's confidence, strengthen your bond and also help you to better understand their needs.

Top five tips:

- Show your child you're interested in what they like. Think of enjoyable activities you can do together.
- Think of times when you have seen a positive change in your child's behaviour and anything you could learn from that experience.
- Ask your child for their views and be willing to listen. This can help you to see things from their view.
- Don't give up or be too hard on yourself if things don't immediately change. Focus on small steps and achievable goals.
- Be prepared to compromise and admit you're wrong.



Try this:



Now that you've read our top tips, why not add some notes of your own?

Every family is different, so use this page to make this guide your own.

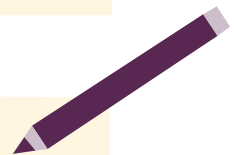
FUN THINGS YOU CAN DO TOGETHER:



POSITIVE CHANGES IN BEHAVIOUR THAT YOU'VE NOTICED:



WHAT MIGHT HAVE HELPED THAT CHANGE TO HAPPEN?



Who can I talk to?

All parents can feel stressed or unsure from time to time, or just need someone to talk to. But don't worry, there are lots of places where you can get different kinds of help. We've put together a list of some of the different places you might find helpful, and you could also talk to your **GP, health visitor** or your child's **school nurse**.

Parenting advice



Family Lives provides help and support on all aspects of parenting and family life, and runs Parentline.

0808 800 2222
familylives.org.uk

Parentline Scotland (Children 1st)
0800 028 2233
children1st.org.uk

Parenting NI Helpline

(Northern Ireland)

0808 8010 722
parentingni.org

Family information services in

Wales provide information, support and guidance on all aspects of children and young people's services. Search: **gov.wales**

Parenting. Give it time is a website developed by the Welsh government offering practical parenting information, tips and activities.

giveittime.gov.wales

Cry-sis provides help for parents of excessively crying, sleepless or demanding babies. Lines are open seven days a week, 9am-10pm.

08451 228669
cry-sis.org.uk

Children are Unbeatable Alliance

is a group of more than 400 organisations campaigning for children to have the same legal protection against being hit as adults.

childrenareunbeatable.org.uk

Citizens Advice can advise on things like employment, housing and income issues which can cause stress in families.

citizensadvice.org.uk

We're here for you, every day of the year

If you have any questions or worries,
feel free to get in touch with us.

Our trained experts at the NSPCC helpline
can listen to any worries you have about
looking after your child, or any tough
decisions you're facing.

Reading this guide may have also made
you think about other children. Contact us
if you're worried about any aspect of their
safety, and we can help.

Call **0808 800 5000**


Email **help@nspcc.org.uk**

Or talk to us online at **nspcc.org.uk/help**



Something every parent goes through

Being a parent isn't easy, and no parent is going to get it right all the time. Even the most prepared parent can get flustered by their child having a tantrum in the supermarket or their teenager being rude at a family get-together.



We've got lots of practical advice and tips for positive parenting; techniques that work well for every child – encouraging better behaviour and making life at home happier for you and for them.

Best care by the best people

March 2020

Proactive tips:

- Consider motivation and rewards
 - o Give your child a choice of motivation/rewards. Don't just assume you know what they want! Even our own preferences can change day by day.
 - o Using 'First-Then'
- Give it time
 - o Habits take a while to develop. Similar to these tips and routines you put in place – keep persisting and give it time for both you and your child to adjust.
- Be consistent
- Consider task difficulty
 - o You might need to break down the activity/task. E.g. If a worksheet had 10 questions, instead of expecting your child to complete all 10, maybe start off with just 5 then build it up gradually. Or you can break down the difficulty by giving your child more breaks to complete the activity.
- Avoid empty promises and threats
 - o If you've promised the motivation/reward after they have completed the activity, make sure you deliver it.
 - o Try to avoid threats if possible. But if it must be used – make sure it is fair for the child, and it is followed through.
- Redirection
 - o Once you see your child getting frustrated/anxious, redirect their attention to something else can be helpful.
- Offer alternatives
 - o E.g.: This can be choice of which activity to start with, choosing where to do the task, choice of using the blue or red pen, etc *Choice is particularly useful for children displaying oppositional behaviours.*
- Emotional regulation
 - o Many children with learning difficulties/ASD struggle with emotions. This is a really good chance to teach emotions since they are in the safe home environment and with people they feel most safe with.

March 2020

Problem shooting when challenging behaviours occur:

Step 1: Be a detective! By recording and doing the STAR analysis (to help identify patterns of behaviour)



STAR analysis:

Settings
Triggers
Actions
Results

- Settings: When does it happen?
 - o Afternoon time? Non-preferred activities? E.g. Bobby is doing his homework
- Actions: What does the child do exactly?
 - o NOT a description of how they are feeling. E.g. Bobby went downstairs, shouted and kicked sister very hard
- Results: What happened immediately after the action?
 - o Events that follow the action, affect the likelihood of that behaviour being repeated. E.g. Bobby yelled and ripped the paper. Result- the work was taken away to calm Bobby down.
- Triggers: Think about the causes of the behaviour.
 - o Was the trigger 5 minutes or 5 hours ago

Date	Time	Setting	Action/ behaviour observed	Result

Step 2: Creating Change with STAR

Best care by the best people

March 2020

Consider your recorded information. Can you make any changes in relations to Settings, Actions, Results and Triggers?

Other things to consider:

- Parents: Need to look after yourselves.
 - o What are your self care methods? How can you make sure you get your self care throughout the day or week?
- Think about your environment.
 - o Is there anything you can change that will help reduce stress/anxiety/distraction for your child AND yourself?
- Facilitate peer play/ interactions via skype?
 - o Apart from online computer games, through Skype your child and a peer might enjoy: Drawing together (following instruction game where one person gives instructions on what to draw and later compare the pictures) , skype chess, noughts and crosses, etc ...
- This can be an opportunity to teach your child other life skills!
 - o Cooking, Grocery shopping, Sewing
 - o For older children who like numbers ... You can teach them budgeting
 - o Do the laundry, Cleaning the car, Deep clean
- Choose not to smack or shout
 - o This may seem to work at the time, but often parents find they end up smacking/shouting harder or louder and it can lead to long term difficulties.
- Is it really naughty?
 - o Distinguish between generally unacceptable behaviour and behaviour you find it hard to cope with. E.g. biting is unacceptable, but noisy play is fine – if the time and place is right.
- Keeping a diary OR 'Book of success' [doesn't need to be handwritten can be audio recordings/typed on devices etc]
 - o This can involve taking a picture of activity/highlight of the day, and recording down the specific behaviour to be praised in relation to the picture. "Baking cookies with my brother. We took turns and shared nicely when mixing the eggs"



Compiled by Waltham Forest Parent's Group
March 2020

FAMILY LOCKDOWN TIPS & IDEAS

<https://www.facebook.com/groups/871176893326326/>

LOVING EARTH MAMA:

<https://www.facebook.com/208544985825038/posts/2973728205973355/?d=n>

SILOANDSAGE

<https://www.facebook.com/siloandsage/posts/3576389302434166>

<http://themotherside.org/2020/03/14/coronavirus-and-home-education/>

EDUCATIONAL SHOWS ON NETFLIX

https://homeschoolhideout.com/educational-shows-on-netflix/?fbclid=IwAR0cd2Lm76ffEGKM99ITSp9nVmR_UkFFYCD3YQWBdSw_gbHLn8aMwBFdzOg

HOME EDUCATION WEBSITES & ONLINE RESOURCES:

FREE TO ACCESS

<https://artfulparent.com/kids-arts-crafts-activities-500-fun-artful-things-kids/>

<https://www.artistshelpingchildren.org/>

<https://www.bbc.co.uk/bitesize>

<https://www.bbc.co.uk/cbeebies>

<https://www.bighistoryproject.com/home>

<https://www.blockly.games/>

<https://www.britishcouncil.org/school-resources/find>

<https://www.childsplayinaction.com/tools-and-videos/>

<https://www.coolmath.com/>

<https://www.coolmath4kids.com/>

<https://www.coolmathgames.com/>

<https://www.dkfindout.com/>

<https://dogonalogbooks.com/printables/>

<https://ed.ted.com/lessons>

<https://www.funbrain.com/>

<https://www.gonoodle.com/for-families/>

<https://www.idea.org.uk/>

<https://www.insighttimer.com/>

<https://www.k12reader.com/>

<https://www.khanacademy.org/>

<https://www.learninggamesforkids.com/>

<https://www.math-aids.com/>

<https://mysteryscience.com/school-closure-planning>

<https://www.natgeokids.com/>

<https://www.open.edu/openlearn/free-courses/full-catalogue>

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<https://www.oxfordowl.co.uk/for-home>
<https://www.pbs.org/parents/activity-finder/ages-all/topics-all/shows-all/types-coloring-and-printable+craft-and-experiment+recipe>
<https://www.prodigygame.com/>
<https://www.puzzle-words.com/>
<https://www.ravelry.com/account/login>
<https://www.redtedart.com/>
<https://classroommagazines.scholastic.com/support/learnathome.html>
<http://www.schoolscience.co.uk/home>
<https://www.scratch.mit.edu/>
<https://www.senecalearning.com/>
<https://www.seterra.com/>
<https://www.starfall.com/h/>
<https://www.stem.org.uk/>
<https://www.teachingenglish.org.uk/resources>
<https://www.thebestideasforkids.com/>
<https://www.thecrashcourse.com/>
<https://www.thekidshouldseethis.com/>
<https://www.tinycards.duolingo.com/>
<https://www.topmarks.co.uk/>
<https://www.toytheater.com/>
https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours?fbclid=IwAR17781EEWBL09Wm-i_2f-9l8fTSc7Tdcl9yM0d0Ft10XYepKIlbUB8brk
<https://uk.ixl.com/>
<https://www.world-geography-games.com/>
<https://www.xtramath.org/>
<https://littletwistersyoga.com/online-store/>
<http://www.picturebookexplorers.co.uk/lapbooks.html>
<https://create.mouse.org/>
<https://www.raisingdragons.com/>
<https://www.skillshare.com/>
<https://www.teacherspayteachers.com/Browse/Price-Range/Free>
<https://www.teachitprimary.co.uk/>
<https://www.tes.com/teaching-resources>
<https://www.twinkl.co.uk/>
<https://bravewriter.com/about/homebound>
<https://www.duolingo.com/>
<https://dyslexia-academy.learnworlds.com/pages/courses>
<https://www.education.com/resources/>
<https://melscience.com/vr/lessons/>
<https://www.futurelearn.com/>

MORE DETAILS HERE

https://docs.google.com/spreadsheets/d/1GWPGasFTRDaBXZKllo5HxeklusRiW0N5rnAd1_fsm0o/edit?usp=sharing

PODCASTS FOR CHILDREN:

Barefoot Books Podcast
Circle Round



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Peace Out
Purple Rocket
Sparkle Stories
Story Pirates
Story Time with Yarn Story Factory
Storyformed
StoryNory
What if World
Wow in the world

YOUTUBE CHANNELS:

Acapellascience
AsapSCIENCE
Brains On (Science)
Jack Hartman
Jeography songs for kids
Dadlab
Learning station
Little Stories for Tiny People
Numberock
Science With Tom

EDUCATIONAL TV PROGRAMMES:

Any David Attenborough
Bear Grylls
Blackfish
Blue World TV
Brainchild
Chasing Monsters
Coast
Genius
Horrible Histories
Life
Miniscule
Natural World
One Strange Rock
Orangutan Jungle School
Pachamama
Planets
River Monsters
Secrets of the Great British Castles
Sharks
The who was show
The Wild Kratts
Time Team
You Vs Wild

BOARD GAMES:

Any of the Orchard Toys Games



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Castle Panic
Chess
Connect 4
Dobble
Electric keyboard
Game of Life
Kids cluedo
Labyrinth
Lego
Monopoly
Play doh
Pop to the Shops
Quatro
Qwirkle
Top Trumps
UNO
What am I?
Who's who
Zeus on the Loose
I also love the ideas in these posts:

HANDWRITING WORKSHEETS

<https://www.worksheetworks.com/english/writing/handwriting/print-practice.html>

17 VIRTUAL MUSEUM TOURS TO TAKE FROM YOUR SOFA

https://www.familiesmagazine.com.au/museum-virtual-tours/?fbclid=IwAR3napJdEQ2LU4_wntL1u1qTqPVGA1_va626ek3b609BJ5REn1n_HYVMVqo

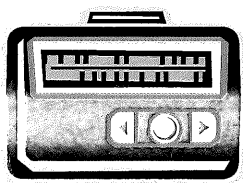
DINOSAUR SENSORY BIN

https://mommyevolution.com/dinosaurs-sensory-bin/?fbclid=IwAR3PW_2tb0Qrtm5lcCwGxDtXYbnKUVZUCGsBSE90jSWSDbZUcbzmtD-56NE

mindfulness and letting go

Trying to control or avoid worries or other negative thinking by answering back, chasing, or suppressing these negative thoughts can sometimes *strengthen* this negative experience rather than diminish it. Mindfulness is one way of skilfully disengaging from or letting go of negative thinking.

This approach involves practicing how to notice when you are automatically drifting into negative thinking and then skilfully redirecting your attention back to the present, to the here and now



It may be helpful to think of this approach in terms of a radio. That is, imagine that the negative thoughts that drift into your mind as coming from a loud

radio that is tuned to a station where the thoughts are very negative and seem to be shouting at you.

The skill in mindfulness is not so much about trying to turn the radio off, but changing the way you listen to the radio. In this way the volume of the radio station can be reduced, and therefore seem less disruptive and distressing.

However, the important thing to remember is this is not a quick fix, it is not easy, and requires regular practice. The thoughts may still shout at you, but you are changing the way you listen. Begin with the formal practice described in this information sheet. Just like any skill, such as learning a musical instrument, you need to practice, practice, practice! By practicing daily you may eventually become better at letting go, and be able to do things in a more informal way.



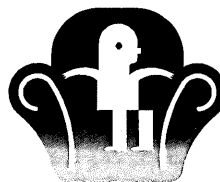
Steps for Letting Go

To begin, it may be best to start by practicing with minor concerns before moving onto major worries or negative thoughts.



1) To begin the practice, sit down in a chair and adopt a relaxed and alert posture, then ask yourself, **what am I experiencing right now?** What thoughts are around, what feelings are around, and what body sensations?

Allow yourself to just acknowledge, observe and describe these experiences to yourself, without trying to change them or answer the thoughts back. Spend 30 seconds to 1 minute just doing this.



2) Now bringing **your focus of awareness to your breath**, focusing on the sensations of your breath as it moves back and forth in your belly. Binding your awareness to the back and forth movements of the sensations in your belly from moment to moment, and letting all thoughts go. Maybe say to yourself 'relax' or 'let go' on each outward breath. Spend about 30 seconds to 1 minute doing this.

3) Now **expanding your awareness to sensing your whole body breathing**, being aware of sensations throughout your body. If there are any strong feelings around, maybe saying to yourself "whatever it is, it is OK, just let me feel it." Allowing yourself to breathe with these feelings, and if your mind wanders to bothersome thoughts just acknowledge and let go of these - focussing back on sensing your breath. Continue doing this for about 1 minute.

TIP: You can try increasing the time of steps 2 & 3 as you start to get more familiar with this skill.

List of things to do/make

<https://www.tate.org.uk/kids/make>

<https://www.tate.org.uk/kids>

<https://www.whatdowedoallday.com/indoor-activities-for-kids/>

<https://www.pinterest.co.uk/pin/61783826107546063/>

<https://www.pinterest.co.uk/pin/301319031293384315/>

https://s3-eu-west-1.amazonaws.com/turnerc-assets/uploads/2020/02/14155702/WWW_resource_DIGITAL-1.pdf

<https://www.verywellfamily.com/homemade-bubbles-2764571>

<https://www.mind.org.uk/information-support/tips-for-everyday-living/relaxation/relaxation-exercises/>

<https://biglifejournal.com/blogs/blog/5-fun-mindfulness-activities-children-breathing-exercises>

30 Day LEGO Challenge						
Follow the instructions for each day. The only rule is to have fun and use your imagination!				Day 1 You were hired by an amusement park to create a new roller coaster.	Day 2 NASA needs you to build a new rocket.	Day 3 Your parents want to build a new home and they want you to build it.
				Day 4 Hollywood hires you to build a movie set for a new Star Wars movie.		
Day 5 You enter a contest to build the world's tallest tower. Will you win?	Day 6 You are stuck on Mars and need to build a new ship to get home.	Day 7 Ford hires you to create the toughest pick up truck in the world.	Day 8 You and 4 friends are stranded on an island. Build a boat to find a way home.	Day 9 Captain Hook needs a new pirate ship and wants you to build it.	Day 10 You and your friends decide to build a tree house.	Day 11 Prince Charming hires you to build a castle for him & Cinderella.
Day 12 Dr. Who hires you to build a new TARDIS.	Day 13 You are asked by the President to build a new monument to George Washington.	Day 14 Mr. Hilton hires you to build a new hotel.	Day 15 There is a circus in town. Build a place for the performance.	Day 16 Help your fellow pioneers build a wagon to make it across the country.	Day 17 Build the fastest car around and join the big car race.	Day 18 Do you wanna build a snowman? Get in the winter mood and build a snow scene.
Day 19 The city wants you to build a bridge to connect one side of the town to the other.	Day 20 Pizza party! It is up to you to make a pizza for all the guests.	Day 21 You are hired to build a brand new hospital.	Day 22 The fence is broke and the dog keeps escaping. Build one he can't get out of.	Day 23 You are now in medieval times. You are commissioned to build a jousting arena.	Day 24 The local bank keeps getting robbed. Build a safe no one can crack.	Day 25 Design and build your dream bedroom.
Day 26 You are elected ruler. Build a flag for your land.	Day 27 Aliens are invading and you need to build a war robot to defeat them.	Day 28 The aliens have taken over. They are impressed by your robot. They want you build one for them.	Day 29 You are hired to build a house entirely out of yellow Legos.	Day 30 There is blizzard. You will need to build a snowmobile		
						What was your favorite day?



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Resources for Parents and Children – Coping with being at Home

March 2020

PEER SUPPORT GROUPS

WALTHAM FOREST PARENT FORUM

www.walthamforestparentforum.com

Facebook page

<https://www.facebook.com/Waltham-Forest-Parent-Forum-142452533350/>

Facebook Closed chat page (members only)

<https://www.facebook.com/groups/309664266070571/>

Forum for parents of children with autism

<https://www.ambitiousaboutautism.org.uk/talk-about-autism>

GENERAL INFORMATION RE COVID 19

<https://contact.org.uk/news-and-blogs/covid-19-and-families-with-disabled-children/>

<https://www.carersuk.org/help-and-advice/health/looking-after-your-health/coronavirus-covid-19>

<https://www.wellchild.org.uk/2020/03/11/covid-19-information-for-parents-and-carers/>

<https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>

<https://www.mindheart.co/descargables>

OTHER USEFUL FACEBOOK PAGES

SURVIVING SELF ISOLATION WITH DIFFERENTLY WIRED KIDS

https://www.facebook.com/groups/1862382620565348/?hc_location=ufi

COVID 19 SUPPORT

There are Waltham Forest COVID19 community support groups being set up on a ward level.
The FB group was set up recently and details are still being worked out (safety, infection control, privacy, etc)



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https://www.facebook.com/groups/wfcoronavirus/?ref=gs&fref=gs&dti=309664266070571&hc_location=group

We recognise that it is challenging to be at home with children who have special educational needs and disabilities, and for those who are prone to have anxiety or depression this is an even more challenging time.

Check in with friends and family so they can help if needed if you are not well or you need help looking after the children. If you become very unwell remember to please seek advice from NHS 111. You can do this online at <https://111.nhs.uk/covid-19> or by calling 111

If your child wants to talk to someone about how they are feeling about the stresses of being in this situation, your child can call the Kooth online children's counselling service on: <https://www.kooth.com/>

Your child needs to put in your postcode when they log into the site.

There is also a new government release on how to stay well during lockdown which has guidance below including links to mental health support services:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Examples from this website are below:

Helplines and websites for your child and or young person

If your child or young person would like to speak to someone anonymously, they could try calling a helpline or visiting websites such as ChildLine and The Mix.

[Shout](#) provides free, confidential support, 24/7 via text for anyone at crisis anytime, anywhere.

You can:

- text SHOUT to 85258 in the UK to text with a trained Crisis Volunteer
- text with someone who is trained and will provide active listening and collaborative problem-solving

[ChildLine](#) provides a confidential telephone counselling service for any child with a problem. It comforts, advises and protects.

You can:

- call 0800 1111 any time for free
- have an [online chat with a counsellor](#)
- check out the [message boards](#)

[The Mix](#) provides a free confidential telephone helpline and online service that aims to find young people the best help, whatever the problem.

You can:

- call 0808 808 4994 for free – lines are open from 11am to 11pm every day
- access the [online community](#)
- [email The Mix](#)