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Please feel free to contact your link educational psychologist directly.

## Information to Support Children and Young People during the Coronavirus Outbreak

### Emotional Wellbeing

We know there will be a lot of uncertainty around the current COVID-19 outbreak, particularly given that the situation is constantly developing and the information about the virus remains incomplete. This document should help to outline how we can support children and young people's emotional wellbeing during this time at home or at school.

### Promoting Belonging and Connectedness

- Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group. Find a jigsaw template [here](#) to create your own display!
- Recognising positive qualities - Take a sheet of paper write your name in the middle. Pass around the group or class and write a positive comment for each person in turn.

### Managing Feelings and Emotions

- [Worry box – Post your feelings, thoughts and questions](#)
- [Gingerbread man outline activity](#) – Identify and label your current emotions. How does it feel? Where are these feelings?
- Gratitude journal – It is important to remind ourselves things we are grateful for in the midst of a difficult time. Look [here](#) for some inspiration.

### Mindfulness

- [Free online mindfulness classes](#)
- Mindfulness quotes – Colour some in [here](#) or research and create your own.
- [Guided imagery](#) – Utilising your sensations through imagination. For younger children – listen [here](#).
- [Cosmic kids yoga](#)
- [Meditation for kids](#)
- [18 Mindfulness games, worksheets and activities](#)
- [Tips for calming anxiety during a difficult time](#) – The Child Mind Society
- [Puppy Mind by Andrew Jordan Nance](#)
- [Mindfulness does not always require sitting down](#) by Smiling Mind and ABC radio.
- [Meditation and sleep stories](#)

### Preparing for Learning

- [Play activities for young children](#)
- [Advice to parents on home schooling](#)
- [A guide to supporting the mental health and wellbeing of pupils and students during periods of disruption](#)



## Explaining the Coronavirus

- [‘How to explain coronavirus’ for children at home](#)
- [Coronavirus: What is being done to tackle the virus?](#)
- [Cartoon about coronavirus](#)
- [Coronavirus Social Story by Carol Gray](#)
- [ELSA activity understanding why some children need to be at home or school](#) – build a home or school and use the question cards and thought bubbles to record your thoughts and feelings.

## Coronavirus and Wellbeing

- [Young Minds - What to do if you're anxious about coronavirus](#)
- [CBBC – Advice if you are upset by the news](#)
- [AFSP - Protecting your mental health during the coronavirus outbreak](#)
- [World Health Organization - Helping children cope with stress during the coronavirus outbreak](#)

## Other coronavirus resources

- [How to see germs spread](#)
- [Washy washy clean song](#) – how to wash your hands
- [Hand Washing Tips for People With Sensory Difficulties](#)
- [Emotional Literacy Support Assistants \(ELSA\) Superhero Posters](#)

## Coping with staying indoors

- [14 day challenge](#)
- [Advice from Anna Freud NCCF](#)
- [Young people helping other young people with self-care](#)
- [Creating your own schedule](#)
- [Learning to cook at home with Buddy Oliver](#)

## Physical Activity to Support Emotional Wellbeing

As well as practical support for children and young people’s emotional wellbeing during this time, it is important to maintain physical activity where possible, whilst following the government guidelines on social distancing and self-isolation. Physical activity can be a great way to support mental health and emotional wellbeing for children and young people, and all of the family.

## Physical Activity Ideas at Home

- [Youth Sport Trust](#) – Free resources, activity ideas and challenges to help families and young people keep physically active. They update their [Twitter](#) daily with new activity ideas.
- [British Cycling](#) – Daily activities for children and young people.
- [‘School of Hard Knocks’](#) – Wellbeing pack for young people which includes tips for physical activities and maintaining a healthy diet.
- [P.E with Joe Wicks every morning at 9am](#)



## Change and Transition

Given the current situation, children and young people, particularly those in Year 6, 11 or 13 may be feeling frustration, sadness and upset. They may also be experiencing feelings of loss. These are completely normal reactions to the circumstances. For now, it may be helpful to recognise what we might be able to contribute in validating their emotional experiences and alternative ideas to support the idea of change and transition.

## Leavers

- Schools may wish to consider using a video in place of leavers' assemblies which can no longer take place. Children and young people could send a video in of them singing to an agreed song and a member of staff could compile this. School could then stream a leavers' assembly online. School staff, children and young people may also wish to record messages and compile these in the same way as a keepsake.
- Creating a leavers book electronically – schools may wish to support children and young people in adding to an online document which could serve as an alternative to a leaver's book. Children could add their picture to a page and their teachers and peers can add comments or other photographs to the book.
- Darlington Educational Psychology Service have created resources specifically for those in Year 6 and Year 11 to support them to understand the difficult feelings associated with change and loss and to help them look towards the future. These can be found in appendix 1.
- Children and young people leaving year 6 and transitioning to secondary school may be feeling anxious or worried about the big change. Rise Above have created some [resources](#) which teachers and parents may find helpful to explore with young people during this time.
- Children and young people leaving year 11 or 13 may also be experiencing anxiety. A document which may help young people to rationalise their worries can be found in appendix 2. It may be helpful for them to talk through this with a trusted adult.
- Young Minds have produced a helpful [video](#) in conjunction with young people to discuss their experiences of transitioning to secondary school.
- Children and young people may wish to reflect on their memories of school, particularly those leaving Year 6 or Year 11. An activity worksheet for young people to complete can be found in appendix 3.

## Transitions

- Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group. Find a jigsaw template [here](#) to create your own display! This can be particularly helpful to support children returning to new classes to promote a sense of belonging and connectedness.
- For those transitioning between year groups, schools may find it helpful for their new teacher to record a video message to allow the children and young people to get to know them. Pupils could send a video response, email or postcard back to the teacher to let them know what they have been up to whilst away from school.
- Children and young people may wish to send in a photograph of themselves. A member of school staff could compile and distribute these back to students to let them know which peers will be in their class when they return.



## Planning for the future

- It can be helpful to remind children and young people that this is a temporary time and we can still plan for the future. This might help them to see beyond the current situation and to take time to consider creating action plans for goals they want to achieve. A 'Planning for the future' prompt sheet can be found in appendix 4 along with a goal setting template.

## Accessing further support

- [Futures](#) (16-25 support) - 08000 85 85 20
- Futures - [hello@futuresforyou.com](mailto:hello@futuresforyou.com)
- [Careers advice](#)
- [The Princes Trust](#)
- YoungMinds – if you need urgent help text YM to 85258
- Childline - Phone 0800 1111 (24 hours)
- Childline - [Chat 1-2-1 with a counsellor online](#)
- The Mix (support for under 25s) - 0808 808 4994 (24 hours)
- The Mix - [Get support online](#)
- Samaritans - 116 123 (24 hours)
- Samaritans - [jo@samaritans.org](mailto:jo@samaritans.org)

## Helpful books

- *Something Bad Happened: A Kid's Guide to Coping with Events in the News* by Dawn Huebner (suitable for ages 6-12)
- *The Day the Sea Went out and Never Came Back* by Margot Sunderland (suitable for ages 4-12)
- *Badger's Parting Gifts* by Susan Varley
- *When Dinosaurs Die* (Laurie Krasny-Brown and Marc Brown)
- *Always and Forever* (Debi Gliori and Alan Durant)
- *When Someone Very Special Dies* by Marge Heegaard (Drawing book suitable for ages 9-12)
- *The Invisible String* by Patrice Karst and Joanne Lew-Vriethoff (suitable for ages 4-7)
- *Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud
- *Sad Isn't Bad: A Good-grief Guidebook for Kids Dealing with Loss (Self-help books for kids)* by Michaelene Mundy
- *Muddles, Puddles and Sunshine: Your Activity Book to Help When Someone Has Died* by Diana Crossley
- *No Matter What* by Debi Gliori

## Grief and bereavement

- [Cruse Bereavement Care](#) – dealing with bereavement and grief, including specific information for children and young people.
- [Winston's wish](#) – supporting children through bereavement during coronavirus.
- [Child Bereavement UK](#) – video offering support for parents of children who are or have been bereaved.
- [Hope Again](#) – support website specifically for young people who have been bereaved.

# Coming to terms with school changes linked to Coronavirus

## A guide for Year Six Pupils!



### Making Sense Of It...

So, you've found out that your Primary School is closing suddenly, and you might not be doing things that were planned in Year 6 as you had expected.



You might be feeling..

- **Sad** that you might not see your friends and teachers again; 
- **Worried** about what this will mean for Secondary School; 
- **Frustrated** because you have worked so hard in Year Six; 
- **Confused** about what all this will mean for you. 

You are not alone in these feelings, they are all **normal**.

When things change suddenly, we can feel a sense of **loss**.

*But we humans are resilient, and when difficult things happen, they can help us to **grow !!!***



### TIME TO REFLECT!



- 1) What has been the best experience you have had in Year Six?
- 2) Think of three things you have learned in Year Six that you are really good at?
- 3) Think of a challenge in school you have overcome, and how did you do this?
- 4) Think of the special relationships that you have made in Primary School. Can you make a list of all of these people and why they are special to you?
- 5) Thinking ahead, what kinds of things would you like your Secondary school to know about you?



### What can you do next?

- ✓ Talk to an adult you trust about how you are feeling. 
- ✓ Keep in touch with your friends. There are lots of ways to stay in touch even if you cannot meet face to face. 
- ✓ Look after yourself. There are lots of ways to do this such as keeping active, listening to music, eating healthy food and doing activities you enjoy. 
- ✓ Routines are helpful. Ask an adult to help you plan your day! 

# Vision Board



In the future  
I want to...

To get there I'm going to  
need...



Things I am already  
good at that will help  
me achieve this...



Think about the  
people who love you.  
How can they help?



## Some helpful Apps and Websites!

Headspace (App for mindfulness)

[www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc)

[www.kooth.com](http://www.kooth.com)

[www.nopanic.org](http://www.nopanic.org)

FOLLOW US ON SOCIAL MEDIA: @darlingtoneps





# Coming to terms with school changes linked to Covid-19

## Making sense of it...

So, you've found out that school is closing and you won't be doing your exams this year, as you had expected.

You might be feeling:

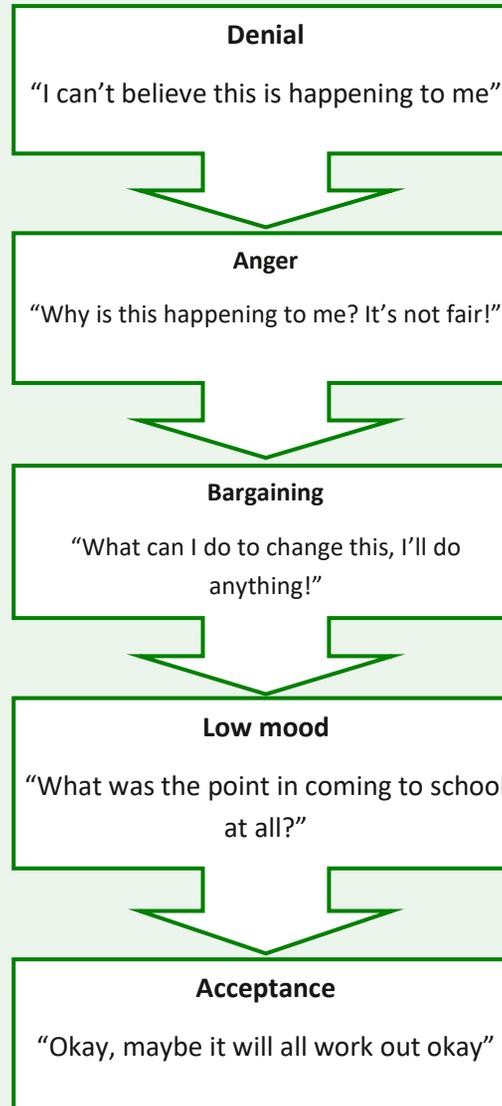
- **Sad** that you might not see your friends and teachers again;
- **Worried** about what this will mean for your qualifications;
- **Frustrated** because you have already worked so hard;
- **Confused** about what all this will mean for you.

Let us assure you, you are not alone in these feelings, and they are all perfectly **rational** and **normal** things to feel.

What you are experiencing is the loss of something that you were working towards. When humans experience loss, they typically react in a particular way. This is called **grief**.

Because humans are resilient, when difficult things happen, we often **grow** as individuals.

## What might this grief look like for you?



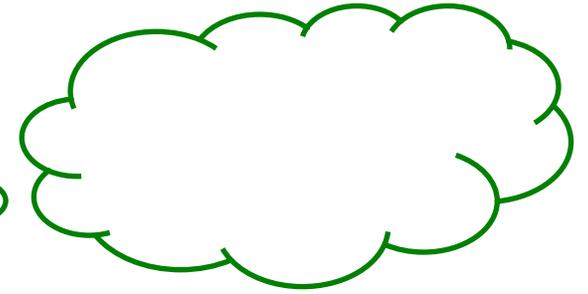
## TIME TO REFLECT

- 1) What has been the best experience you have had at school?
- 2) Think of three things you have learned you are good at.
- 3) What has been your biggest achievement?

## What can you do next?

1. Talk to an adult that you trust about how you are feeling. You could use the diagram on this page to help you do this.
2. Keep in touch with your friends! Share telephone numbers and social media contact information. Keep talking!
3. Look after your mental wellbeing: Exercise regularly e.g. walk/jog; practice mindfulness; listen to music; do some arty activities!
4. Try to keep a routine for your day :)

# Vision Board



In the future I want to be (job/college/  
university/family/house)....

To get there I'm going to need...

Things I am already good at that will  
help me achieve this...

Think about the people  
who love you. How can  
they help?

Some helpful apps/websites for finding  
out information and seeking support:

Headspace (App for mindfulness)

[www.kooth.com](http://www.kooth.com)

[www.nopanic.org](http://www.nopanic.org)

[www.themix.org/get-support/speak-to-our-team](http://www.themix.org/get-support/speak-to-our-team)

[www.mind.org.uk/information-support/helplines](http://www.mind.org.uk/information-support/helplines)



# Addressing worries about transition to college or university

Date.....

What is the worry? .....

How big is the worry? (1 is tiny, 5 is huge)

1	2	3	4	5

Who is available to support me with the worry?

.....

## Strategies to make the worry smaller:

Make a list of strategies that might help to address the worry:

1. ....

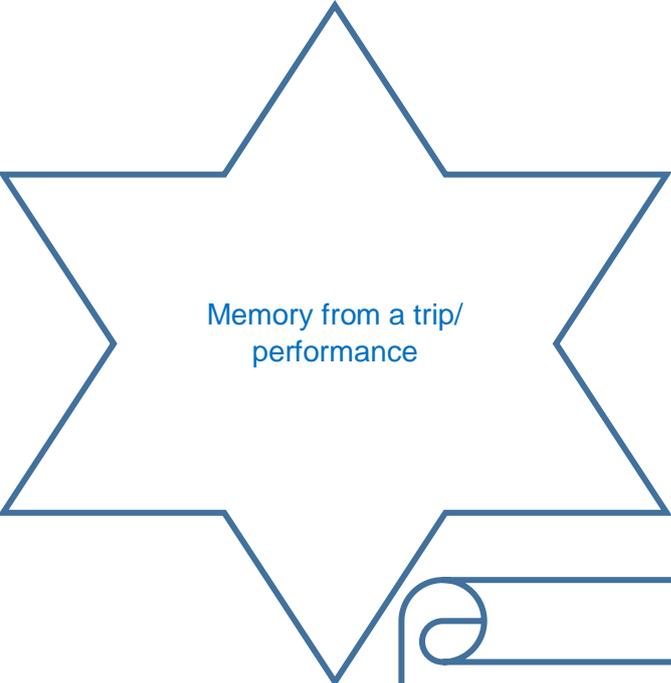
2. ....

3. ....

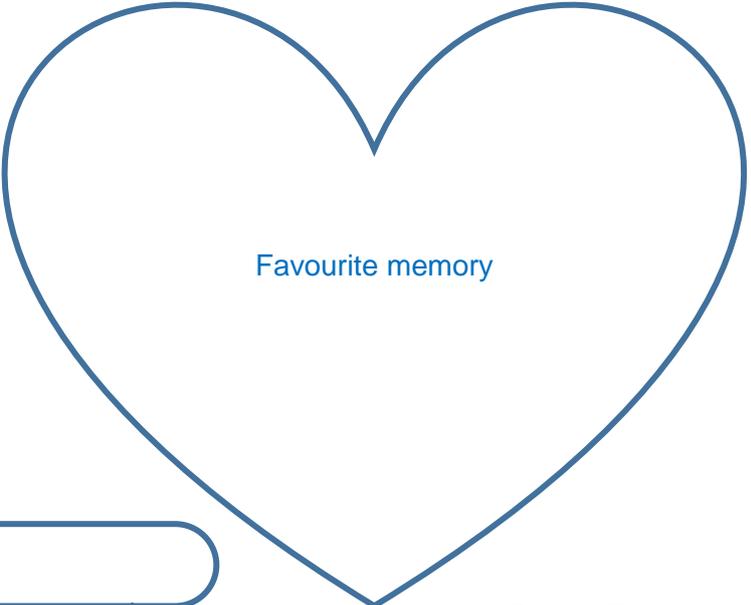
4. ....

5. ....

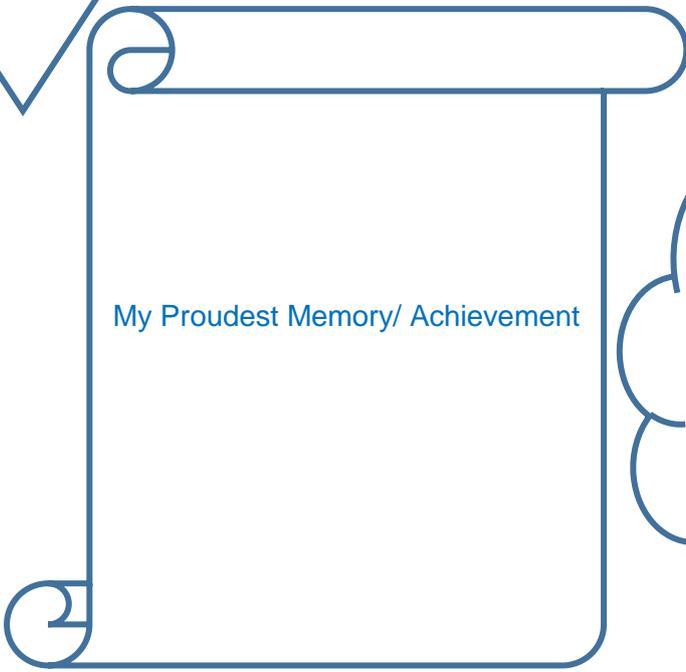
# My Memories of School



Memory from a trip/  
performance



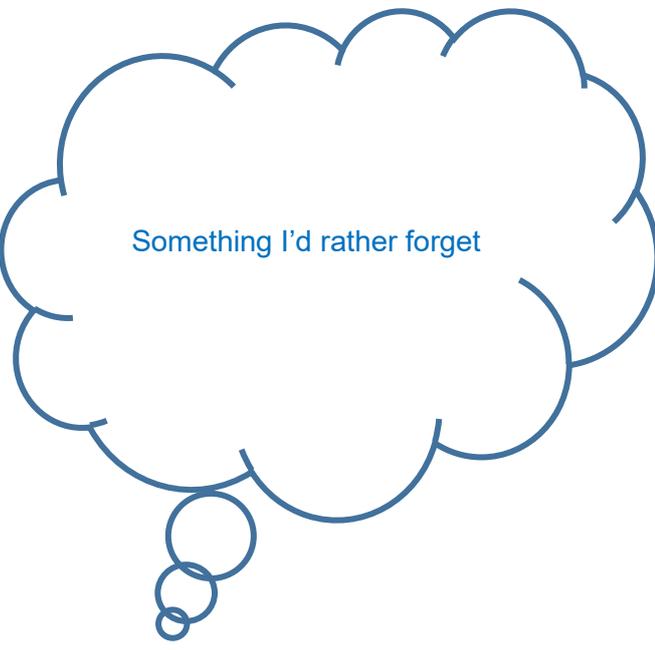
Favourite memory



My Proudest Memory/ Achievement



A time which made me  
worried/scared



Something I'd rather forget



A time which made me laugh

# Planning for the future

## Dream

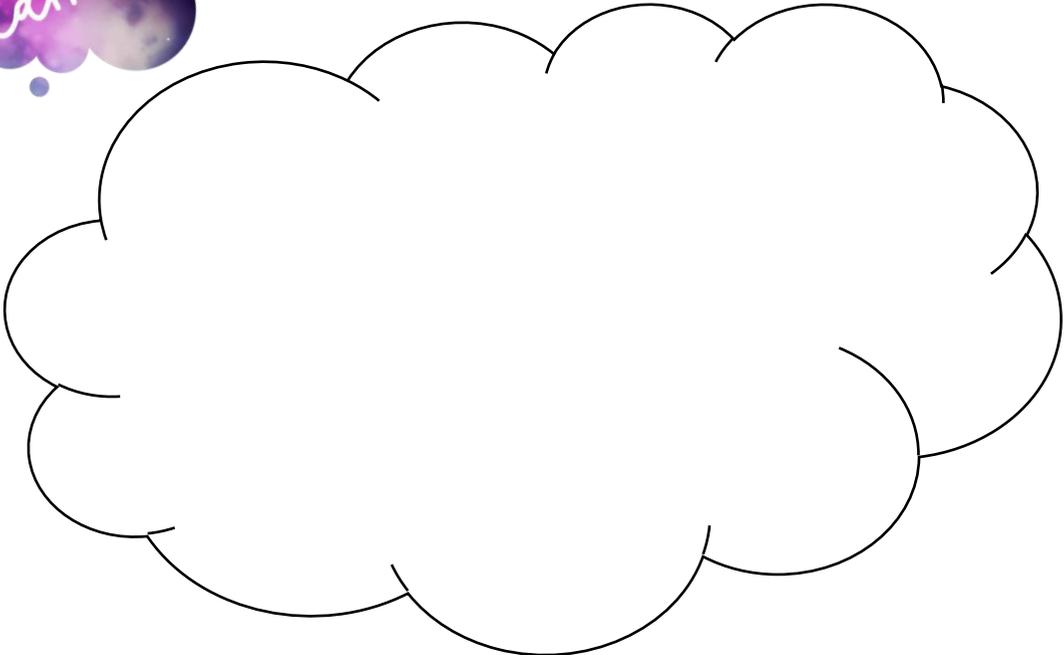
- What would you like for your future?
- If you could have any job as an adult, what would it be?
- What are your thoughts about going to college?
- Where do you want to live? Who do you want to live with?

## Gifts/Strengths

- What are your favourite activities?
- Favourite food/books/hobbies?
- What are your skills and abilities?
- What do people like and admire about you?
- What would others say about you?
- What are your strengths/gifts?

## Support

- What do you think you need help with?
- What would others say you need help with?
- How can adults best support you?
- What helps?
- What doesn't help?



Things I need to support me:

**ACTION PLAN**

