

A World of Mixed Messages

Supporting our Children
with
Emotional Well-being
as we make a step out of
lockdown



Not In the Same Boat

I heard that we are in the same boat. But it's not like that. We are in the same storm, but not in the same boat. Your ship can be shipwrecked and mine might not be. Or vice versa. For some, quarantine is optimal: a moment of reflection, of reconnection. For others, this is a desperate crisis. For others it is facing loneliness. For some, a peace, rest time, vacation. Yet for others, Torture: How am I going to pay my bills? Some were concerned about a brand of chocolate for Easter. Others were concerned about the bread for the weekend, or if the noodles would last for a few more days.



**WHAT DID
YOU SEE
FIRST?**



Managing The Return To a different World

Introduce a calendar that works for your family, but you may need lots of ??????

Emphasize what is certain.. What we know is

We might be able to do or we might NOT

Boris will decide

It will be a long time before.....

We don't know when



How on Earth...

do I know the answer?

- ◆ Why do we have to go to school but can't go to Nan's house?
- ◆ When will this virus problem be finished?
- ◆ When can we go swimming ?
- ◆ Will people always be wearing masks?
- ◆ What will happen to me if you get the virus and are really poorly and die ?
- ◆ Why is x still in hospital with the virus ?
- ◆ When can our family come into our house?
- ◆ X has had the virus and should be better now so why can't they take us to the park still?



Going to school but still only being able to do a few different things at home



- ◆ Keep in as much structure at home as you can- our children need routine, rules and predictability where possible
- ◆ You are their certainty and stability
- ◆ Plan things that you know that will be able to happen
- ◆ Your child may have stresses over what they can't control



Stresses around Covid 19:

- Environmental stressors
- Social stressors
- Family stressors

We are all different - what may be stressful for one person may not be for another.

Panic can set in when it's something outside of their experience



Your Child May...

- Cry / scream
- Have bad dreams
- Not sleep or not want to go to bed
- Have temper tantrums
- Refuse to do what you ask them to do
- Become withdrawn
- Hit out at others
- Over react
- Regress in behaviour obsessions
- Revert to toys that gave comfort when younger
- Self harm



Checking on our emotions at home.

We can do this as a family



- Change in routine leads to changes in behaviour.
- Talk about what your child is feeling. School staff can help them / you with this
- Happy OK Sad



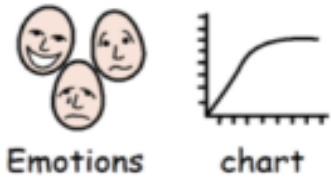
Managing our emotions at home

- ◆ Things I could use - Feelings Volcano, Emotions Thermometer and the 3 Point Scale
- ◆ Recognise and label emotions
- ◆ Keep checking on how they are feeling throughout the day



Managing our emotions at home

Feelings Volcano



I know I'm feeling

..... when I:



So I could:

....., or



I know I'm feeling

..... when I:



So I could:

....., or



I know I'm feeling

..... when I:



So I could:

....., or

Managing our emotions at home

3 Point Scale

3	 <p>Overwhelmed</p> <p>"I want to run, hit or hide"</p> <p>"Everything is too hard"</p> <p>"I'm losing control"</p>	I...	I could...	
2	 <p>Anxious</p> <p>"I'm not getting it"</p> <p>"I'm getting stressed"</p> <p>"I'm trying hard to stay focused"</p> <p>"I'm finding it hard to concentrate"</p>	I...	I could...	
1	 <p>Happy</p> <p>"I'm feeling good, chilled and calm"</p>	I...		

Managing our emotions at home Emotions Thermometer



I know I'm feeling

..... when I:

✓

✓

So I could:

....., or

.....

I know I'm feeling

..... when I:

✓

✓

So I could:

....., or

.....

I know I'm feeling

..... when I:

✓

✓

So I could:

....., or

.....

Sliding Scales

- Can be used for a child to rate their anxiety in relation to specific situations or people.
- Can be used to support and measure a gradual exposure method of reducing



1

2

3

4

5

6

7

8

9

10



Strategies

*Everyone has butterflies in their stomach
but the art of controlling the anxiety is
getting the butterflies to fly in formation*



Pooh bear

Pooh woke up that morning, and, for reasons that he didn't entirely understand, couldn't stop the tears from coming. He sat there in bed, his little body shaking, and he cried, and cried, and cried.

Amidst his sobs, the phone rang.

It was Piglet.

"Oh Piglet," said Pooh, between sobs, in response to his friend's gentle enquiry as to how he was doing. "I just feel so Sad. So, so, Sad, almost like I might not ever be happy again. And I know that I shouldn't be feeling like this.

Pooh bear

I know there are so many people who have it worse off than me, and so I really have no right to be crying, with my lovely house, and my lovely garden, and the lovely woods all around me. But oh, Piglet: I am just SO Sad."

Piglet was silent for a while, as Pooh's ragged sobbing filled the space between them. Then, as the sobs turned to gasps, he said, kindly: "You know, it isn't a competition."

"What isn't a competition?" asked a confused sounding Pooh.

Pooh bear

"Sadness. Fear. Grief," said Piglet. "It's a mistake we often make, all of us. To think that, because there are people who are worse off than us, that that somehow invalidates how we are feeling. But that simply isn't true. You have as much right to feel unhappy as the next person; and, Pooh - and this is the really important bit - you also have just as much right to get the help that you need."

"Help? What help?" asked Pooh. "I don't need help, Piglet."

"Do I?"

Pooh bear

Pooh and Piglet talked for a long time, and Piglet suggested to Pooh some people that he might be able to call to talk to, because when you are feeling Sad, one of the most important things is not to let all of the Sad become trapped inside you, but instead to make sure that you have someone who can help you, who can talk through with you how the Sad is making you feeling, and some of the things that might be able to be done to support you with that.

What's more, Piglet reminded Pooh that this support is there for absolutely everyone, that there isn't a minimum level of Sad that you have to be feeling before you qualify to speak to someone.

Pooh bear

Finally, Piglet asked Pooh to open his window and look up at the sky, and Pooh did so.

"You see that sky?" Piglet asked his friend. "Do you see the blues and the golds and that big fluffy cloud that looks like a sheep eating a carrot?"

Pooh looked, and he could indeed see the blues and the golds and the big fluffy cloud that looked like a sheep eating a carrot.

"You and I," continued Piglet, "we are both under that same sky. And so, whenever the Sad comes, I want you to look up at that sky, and know that,

Pooh bear

however far apart we might be physically...we are also, at the same time, together. Perhaps, more together than we have ever been before."

"Do you think this pandemic will ever end?" asked Pooh in a small voice.

"This too shall pass," confirmed Piglet. "And I promise you, one day, you and I shall once again sit together, close enough to touch...under that blue gold sky."

We all need a piglet in our lives.



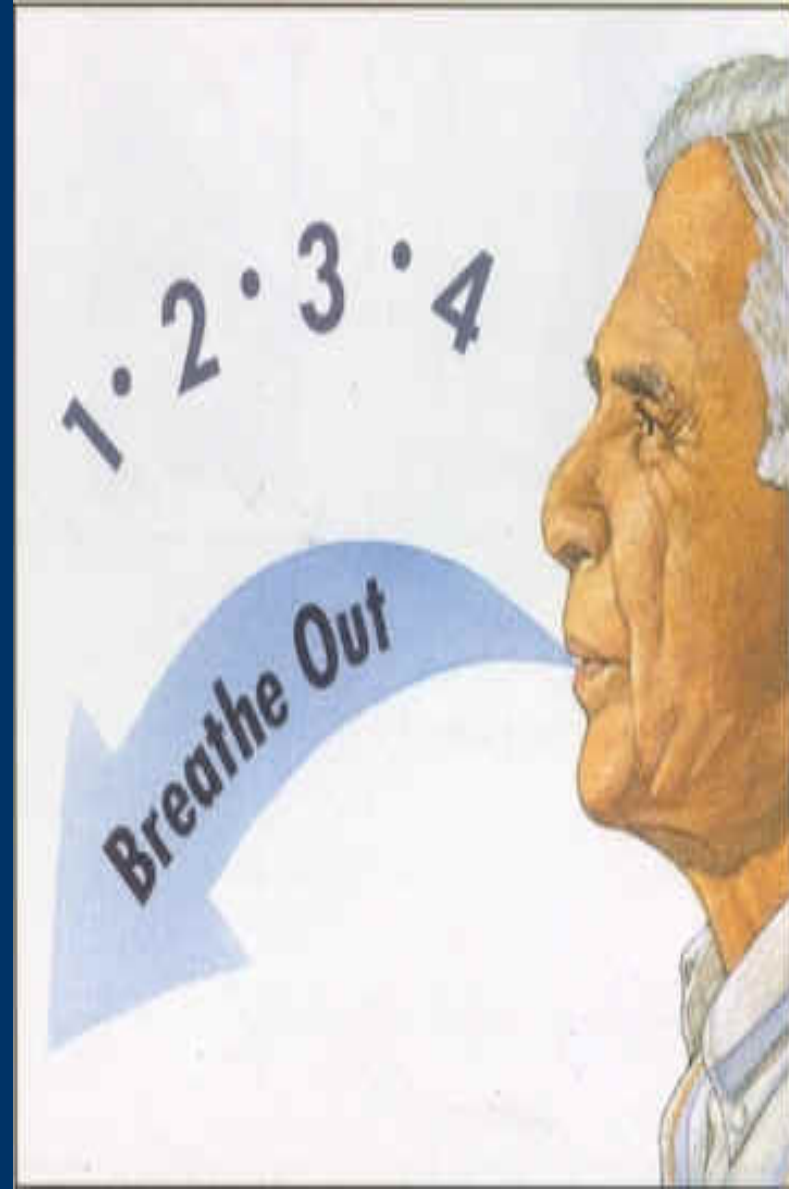
Learn to slow breathing down

- Count breathing - breath in slowly through your nose and out through your mouth.
- As you breath out count ONE
- On the next breath out count TWO, then THREE, then FOUR. Then begin at ONE again.
- Keep going until you feel nice and relaxed



Control Your Breathing

- Breathe in and out quite slowly
- Take a slow breath in for the count of FOUR
- Hold your breath for the count of FOUR
- Breathe out for the count of FOUR
- Repeat until you feel relaxed



Bubble Breathing - breathing the fun way

- Buy some bubbles or make your own bubble mixture using washing up liquid and water
- Try to breathe out very slowly and make one big bubble
- If you get lots of tiny bubbles you are blowing too fast
- Blow up balloons - use long, slow breaths



Relaxation

- There is no single method of relaxing
- People find different ways useful at different times
- It is important to find what method is best for you and what method is best for your child



Calming pictures

- ◆ Think of a dream place for you – it might be somewhere you have been, or somewhere you imagine.
- ◆ Think about the sights, sounds, smells and movements
- ◆ Children may benefit from a picture of a person,



Sensory resources

- ◆ Blankets can help children feel more secure
- ◆ Lap pads can be used when sitting down
- ◆ Shoulder wraps can aid relaxation
- ◆ Exercise
- ◆ Aromatherapy - Lavender is said to aid relaxation
- ◆ Some people find it useful to hold a stress ball or twiddle toy to ease anxiety.



Distraction

◆ Lots of people find one of the best ways to reduce anxiety is to use distraction. Some examples are listed below:

◆ Listen to music



◆ Play a game

◆ Watch a video



◆ Physical exercise e.g. go for a walk, digging, trampoline

◆ Drawing, Gratitude, feel good book

◆ Text someone



Face your fears

- ◆ When we are feeling anxious, we often try to avoid things that make us anxious. To beat anxiety and take back control we have to learn to face our fears. This will seem very scary at first, but we need to break it down into small steps.
- ◆ Think about this like climbing a mountain



- ◆ Break the activity/situation that you are scared or anxious about into smaller steps
- ◆ Rate these activities or situations from 1- 5 or 1-10
- ◆ Write each one of these on a flag on the mountain, with the easiest ones beginning at the bottom
- ◆ Start by practising the very easiest step first



Cont..

- ◆ Only go on to the next step when you feel that they are nice and comfortable with the step before
- ◆ Remember to reflect on how far they have come



The Volcano

- ◆ Use a picture of a volcano
- ◆ Write their fears on boulders and place them on the volcano
- ◆ Place their lowest rated worries near the bottom and the highest rated worries near the top
- ◆ Talk about their greatest worries with them
- ◆ As you deal with their worries screw them up and throw them away.
- ◆ Let them know that sometimes the worry will come back and that is ok, you can deal with it again.

Ladder Goals

- Write down some goals/aims
- They can be long or short term
- Put the most achievable at the bottom of the ladder
- Put the hardest at the top
- Try to work your way up the ladder to the top



Worry Stones/box/tree/dolls

- Attach a worry to a stone and bury it in the garden



- Write or draw the worry and put it in a special 'worry box'.



- Use worry beads



- Tell worries to a 'worry doll'

- Feed worries to the worry monster



And finally...

- Accept that anxiety is normal
- Sometimes people need space rather than being interrogated
- Try not to pass your anxiety on to your children
- Have an action plan for stepping out of lockdown
- We all have different anxieties around Covid.



HOLD THEIR HANDS SUPPORT EACH OTHER
AND SHARE YOUR CONCERNS TOO



Stay healthy. Stay calm.

8 tips for managing your child's anxiety about COVID-19.



Create a routine.



Listen to your child and check in frequently.



Look for signs of anxiety.



Teach coping skills.



Focus on controllable tasks like washing hands.



Encourage positive thinking.



Stay connected.



Seek professional help if needed.

Get more tips and resources at [childrens.com/covid19](https://www.childrens.com/covid19)

children'shealth[?]

Staff have put lots of ideas resources web links on the school website and if you have found something works share those with school too.



Parents/ staff

- <https://www.gov.uk/government/publications/covid-19-guidance-on>
- <https://www.gov.uk/government/publications/covid-19-guidance-on>
- <https://www.gloucestershire.gov.uk/education-and-learning/special>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/reduce-stress/>
- <https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/>
#TakingCareOfYourMentalHealthAndWellbeing
- <https://people.nhs.uk/uncategorized/communicating-with-children-about-covid-19/>

Parents/ staff

- <https://lms.recoverycollegeonline.co.uk/course/view.php?id=375>
- <https://www.childrenssociety.org.uk/beam/sandwell>
- <https://www.healios.org.uk/services/thinkninja1>
- <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>
- <https://youngminds.org.uk/about-us/media-centre/press-releases/youngminds-publishes-advice-for-young-people-and-parents-on-mental-health-impact-of-coronavirus/>
- <https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/>
- <https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/>

Thank you

Louise

Kerne Lodge Education



*Making a
World of Difference*