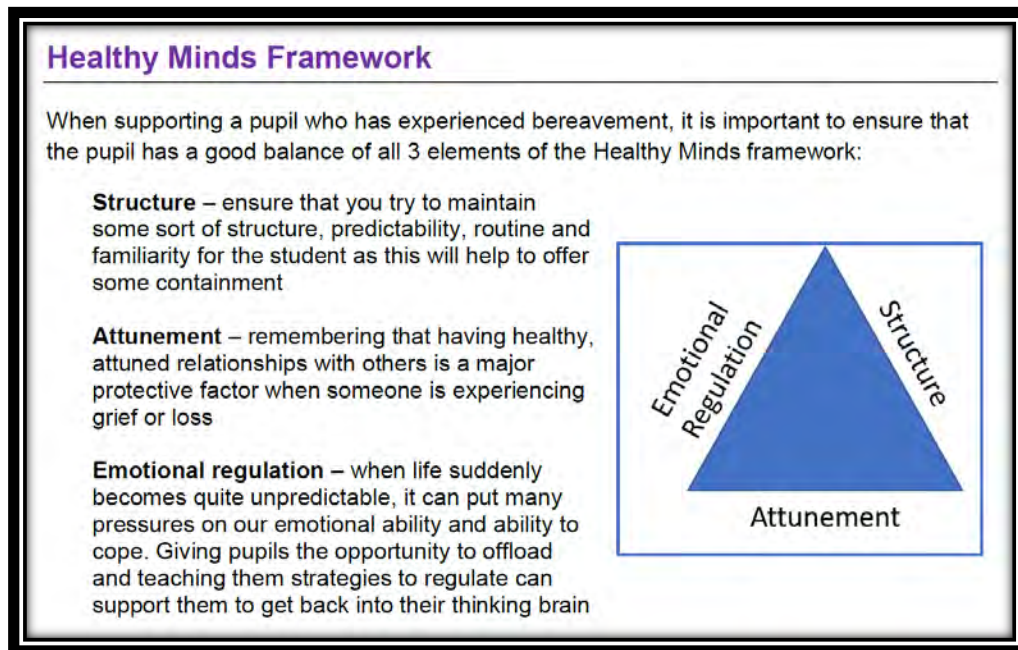


Emotional Wellbeing Home Learning Pack



Emotional Wellbeing Home Learning Pack



Emotional wellbeing is always extremely important, but especially during the challenging times that we are experiencing. This pack has been put together using a variety of resources from different sources. We thought that you might like to pick and choose from some of the activities. The pack and activities are based on the Healthy Minds Framework.



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1. Emotion Regulation Information and Activities p3
2. Structure and Routine p40
3. General p44

1. Emotion Regulation Information and Activities

Sheffield Children's 
NHS Foundation Trust

Healthy Minds Covid-19 advice


Structure

Try to maintain routines as much as possible. If you find yourself at home more than usual then try and imitate a structure similar to your child's usual day (get up, get dressed, do work in a specific place, have lunch at a similar time). Write it down put it on display.


If you aren't happy with your current routine, this might be a chance to do things differently.

Be mindful of how you engage with news. Rather than constantly checking, get updates at one or two points in the day. Avoid constant news feeds. Monitor the effect that news has on your mood and worry. Remember that news creates a focusing illusion and there are a huge number of positive stories out there that are not reported.

Think about how to replace the things you normally do with 'socially distancing' equivalents.



Attunement



Talk to children in an age-appropriate way. Give clear and simple messages and expect to repeat these when children ask again.

Identify and name the difficulty that uncertainty brings. Acknowledge and normalise concerns and worry.

Respond in an open and supportive way; children are likely to need extra love and attention during this time.


Emotional regulation

Children are sensitive to emotion and will often reflect the emotions of adults—have calm conversations and be mindful of your own stress levels.

Do things that help relax. Be aware of your breathing and bodily tension; use deep breathing and muscle relaxation to help lower stress. Change your focus and immerse yourself in a favourite activity

Maintain healthy sleep patterns. Keep up exercise in your day and try to get outdoors, in line with local guidance about social contact.

Stay connected to people—use technology to help stay in touch with friends and family.



Managing your emotions



Emotional intelligence means having the capacity to recognise your own emotions and use techniques to control them. Reflection on your emotional triggers and areas for improvement can help you to develop greater emotional intelligence and awareness.

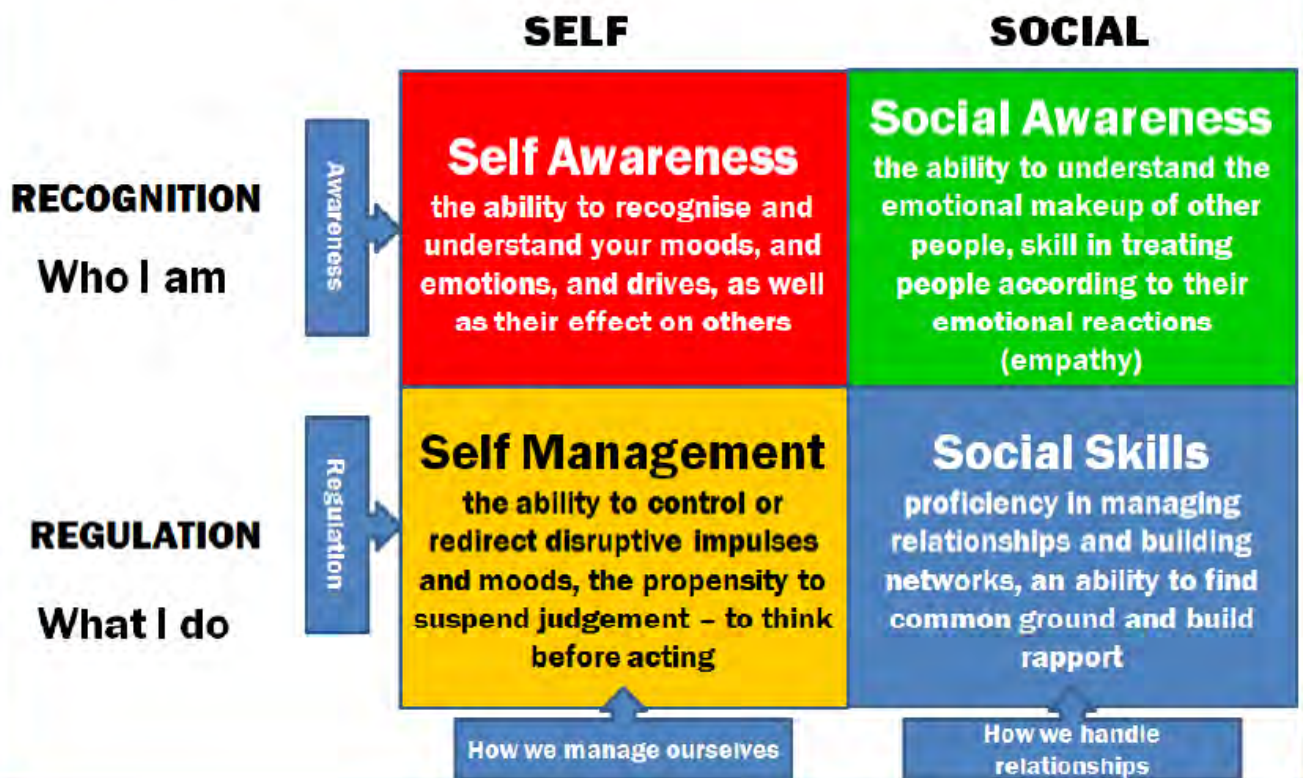
As well as this, being aware of other people's emotions and how to handle these empathetically is another important aspect of emotional intelligence. Understanding our emotions is key to having emotional stability. Through dialogue children can demonstrate their understanding of the different emotional zones that all people experience, supporting increased self-awareness and self-regulation.

The **How I Feel** worksheet is a CBT-inspired activity that will encourage children to learn more about their thoughts and feelings, and how to manage them. First, your young person will describe their feelings, and consider the consequences of several actions they could take to deal with them. Finally, with your help, they will identify a new and healthy way to manage their emotions.

This worksheet uses examples and prompts to help children improve their emotional literacy. They will be prompted with common emotion words, and a list of helpful coping skills.



Emotional Intelligence

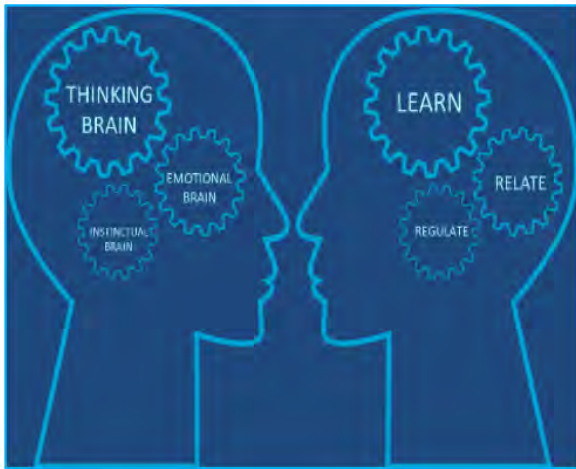


What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Emotional Regulation:

To help people get into their 'thinking brain' the lower cogs need to be regulated enough.



'Thinking brain'

- Calm, alert
- Can be abstract, creative and rational
- Can think about the world, other people and their needs
- Can think about the future and reflect on the past

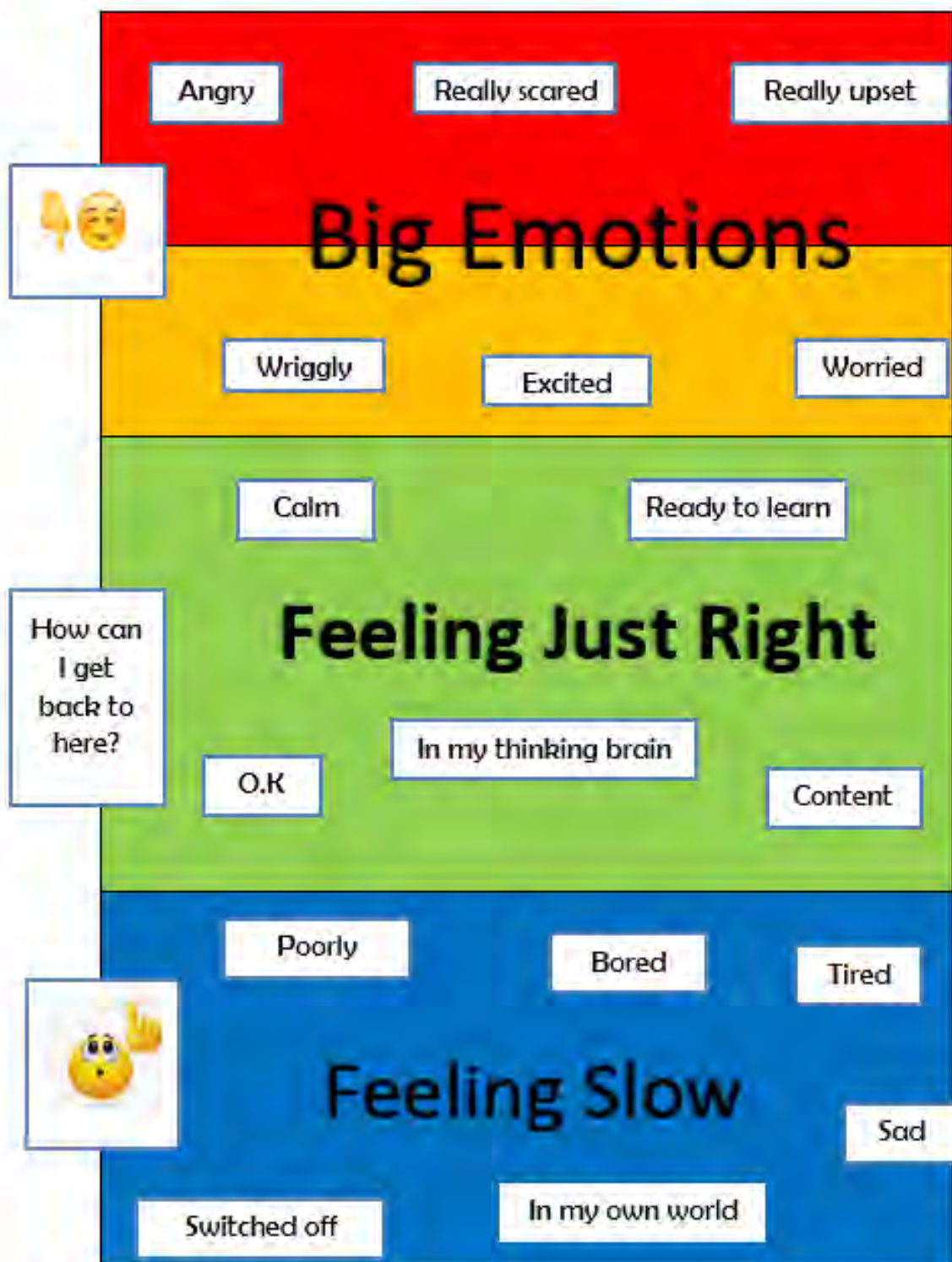
Emotional Brain

- Anger, anxiety, fear
- Responses are reactive
- Can only think about yourself and your needs
- Can only think about the here and now

Instinctual Brain

- Feel terror
- Responses are automatic
- Focus is on the physical self and environment—hunger, thirst, sleep, noise, heat
- Loss of sense of time

The children are familiar with this chart in school. We use it to discuss how they are feeling and talk about ways of moving between the different zones.



Healthy
minds

How I Feel

I feel: _____

Happy	Mad	Sad	Glad
Worried	Excited	Bored	Scared
Annoyed	Upset	Sick	Nervous

I feel this way because:



This is what I did about it:



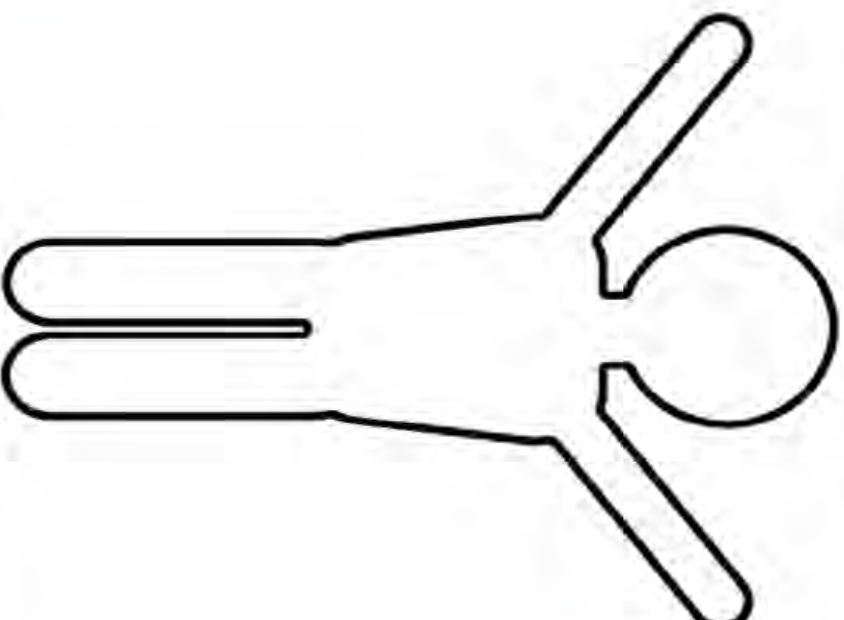
Something else I could have done is:



Ask for help	Take deep breaths	Walk away
Do something else	Tell an adult	Talk to a friend

Where Do I Feel?

We can recognize emotions by feeling them in our body. Color in where you feel each emotion.



Color:

Sadness	Happiness	Fear	Anger	Love

**Laugh!
OUT
LOUD**

Do things that make you feel good ~ read a book, watch a film, listen to music, have a bath. what makes you laugh?

Practice random acts of kindness. Call someone, smile, help at home. find a way to support your community.

Smile
you will feel
BETTER

Cry
when you
need
to

You may feel sad, angry, scared or worried and that's ok. Try talking to someone or writing your feelings down.

Emotion coaching wheel

Start here



```
graph TD; A[Be aware of your child's feelings] --> B[Moments of emotion are opportunities to connect]; B --> C[Listen and tune in]; C --> D[Name feelings outloud]; D --> E[Set limits on behaviour & problem solve (when calm)]; E --> A;
```

Be aware of
your child's
feelings

Moments of
emotion are
opportunities
to connect

Listen
and
tune in

Name
feelings
outloud

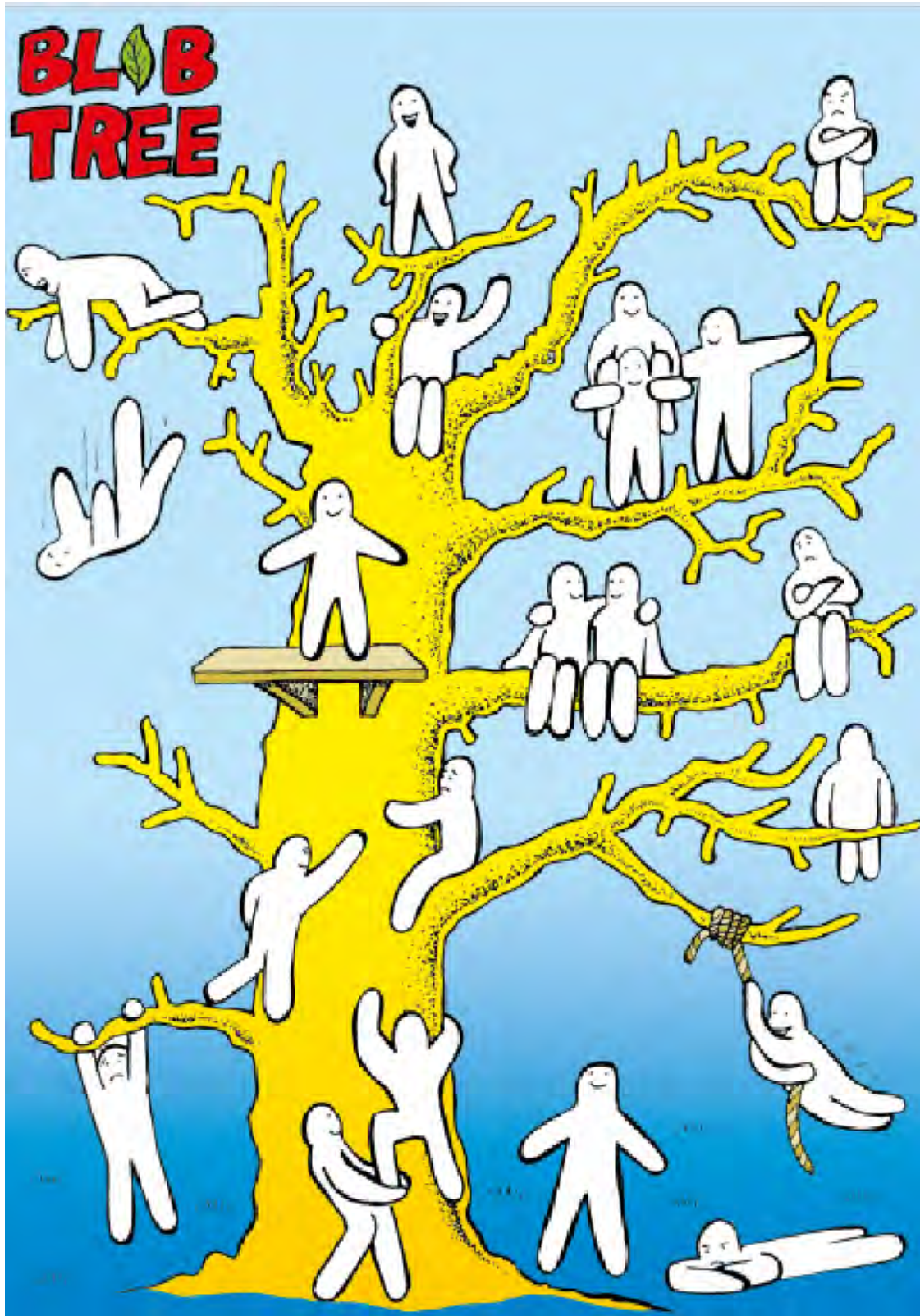
Set limits
on
behaviour
&
problem
solve
(when calm)



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How are you feeling today? Which Blob would you like to feel like?
What might make you feel like different Blobs?

Talk About It Game

How to play

You need a die.

You need counters for each person playing.

Roll the die and move that number of places. Pick a card and answer the question on the emotion you have landed on.

If you throw a 5 or 6 you have to move back 5 or 6 spaces.

First person to reach the finish is the winner.

You need to throw the exact number to land on the 'Finish' square in order to win the game.

A time when you felt like this	A synonym of this word	Your thoughts when you feel like this	How do you cope when you feel like this?	What is your tone of voice when you feel like this?
What are your actions? What do you do when you feel like this?	How often do you feel like this?	Who can you talk to when you feel like this?	Do you like feeling this emotion? why?	Do you dislike feeling this emotion? why?
What physical sensations do you get when you feel this emotion?	What animal does this emotion remind you of?	What triggers this emotion for you?		

START

happy



silly



ecstatic



disgusted



grumpy



furious



annoyed



embarrassed



angry



TALK
ABOUT
IT!

anxious



depressed



sad



stressed



calm



@elsa support 2019

FINISH

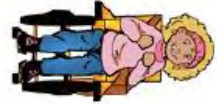
surprised



scared



excited





Name 5 Things Challenge Cards

Name five things that make you feel excited.



Name 5 Things Challenge Cards

Name five ways to calm down.



Name 5 Things Challenge Cards

Name five things that someone might be afraid of.



Name 5 Things Challenge Cards

Name five people you could talk to when you feel worried.



Name five things that might frustrate you.



Name 5 Things Challenge Cards

Name five negative emotions.



Name 5 Things Challenge Cards

Name five positive emotions.



Name 5 Things Challenge Cards

Name five colours associated with emotions.



Name 5 Things Challenge Cards

Name five ways you can tell if someone is happy.



Name five uplifting songs.



Name 5 Things Challenge Cards

Name five sad songs or films.



Name 5 Things Challenge Cards






Name five scenarios that could make someone nervous.



Name 5 Things Challenge Cards

Name five things that might make you feel proud.



Rating	Looks/Sounds/Feels Like	I Can Try To/An Adult Can Help
 5	Angry Mad Furious I can't handle it! Hitting, Kicking, Screaming, Crying	Use my words Take a break Lay in blankets, listen to music Ask for something else Make a different choice Earn Points!
 4	Upset Whining, Demanding Can't Wait! Didn't get my way	Use my words, Take a break Lay in blankets, listen to music Ask for something else Make a different choice Ask again later Earn Points!
 3	Frustrated Disappointed Sometimes hungry, tired, or can't go to bathroom. Things aren't going my way Something's broken, lost, doesn't work...	Use my words Eat a snack Lay in blankets, listen to music Ask for something else Make a different choice Earn Points!
 2	Scared Nervous Anxious I'm not sure... I don't know... I want Mom or Dad	Ask for something else Take deep breaths Lay in blankets, listen to music Earn Points!
 1	Feeling Good Happy Everything's okay Smiling I give people hugs	Keep being a good friend Use nice words Share with friends Earn Points!

Challenge negative feelings

The same way you might if a friend was feeling down on themselves, it can really help to think of some reasons to question your negative feelings. We can be very hard on ourselves and it's much easier to fall into a pattern of self-criticism than it is of self-compassion - but practicing being kind to yourself can help to lift your spirits. For example, if you feel anxious and self-critical, you can try telling yourself that that is your anxiety speaking, not you, and that it will eventually pass without harming you.

Some people find it helps to visualise their negative thoughts in the mind's eye as balloons, and let them fly away.

Positive thinking

Positive thinking sounds a bit like it might be 'easier said than done', especially when we're going through a tricky situation. However, it can actually just mean treating yourself with the same level of compassion and kindness that you extend to other people.

We are often told that it's important to empathise with other people, but it actually takes a lot of skill and practice to empathise with ourselves as well. Sometimes, if we don't like what we see in the mirror or we feel that we should have been more productive or behaved differently in a certain situation, we think things about ourselves that we wouldn't dream of saying to a friend or loved one, such as 'you're not good enough'. Even if you make a mistake that you wouldn't usually make, which may feel disappointing, it can really help to rephrase the way you think about that, such as changing thoughts like 'I'm a failure' to 'I know I can do better than this.'

The NHS have developed their [Positive Thinking](#) app for over 18's and there are [podcasts](#) which offer advice on using positive thinking to help manage your wellbeing

CHALLENGE THIS NEGATIVE THOUGHT

Negative Thought

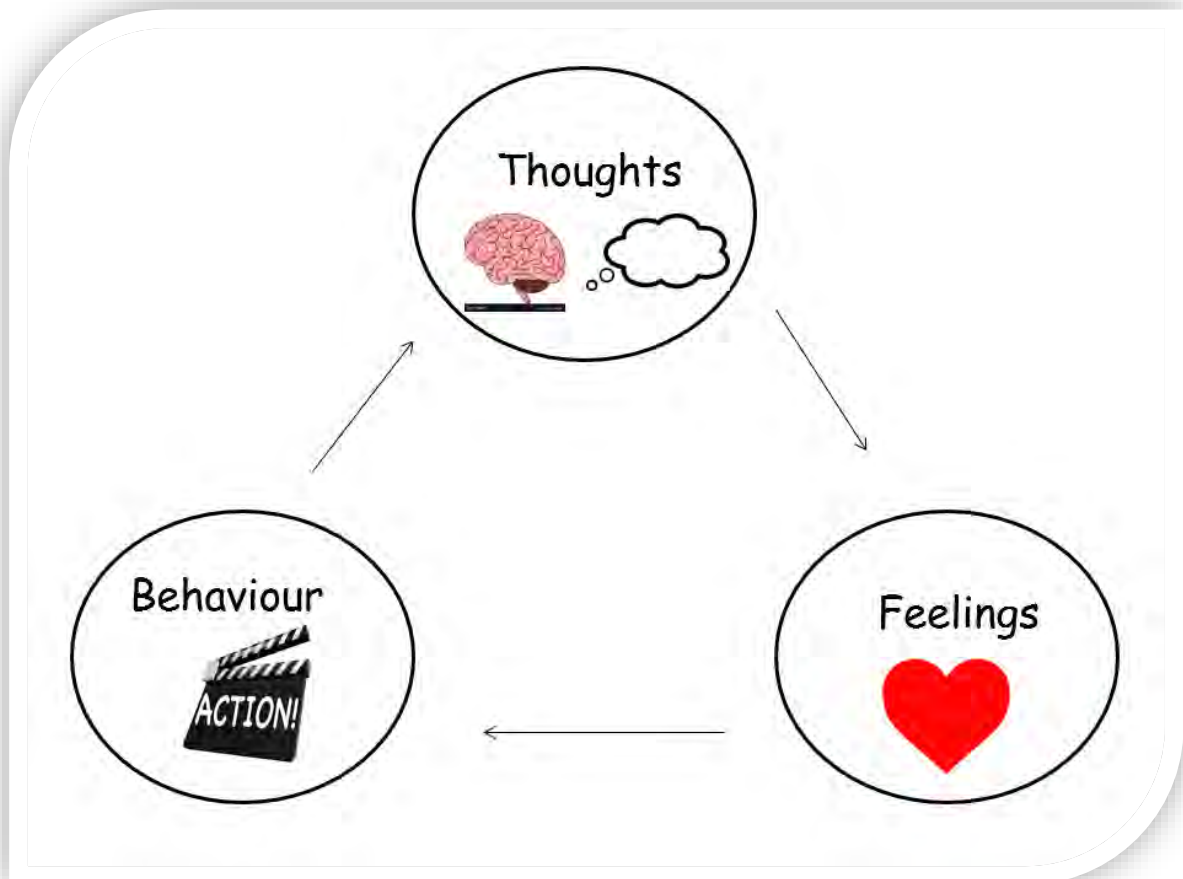
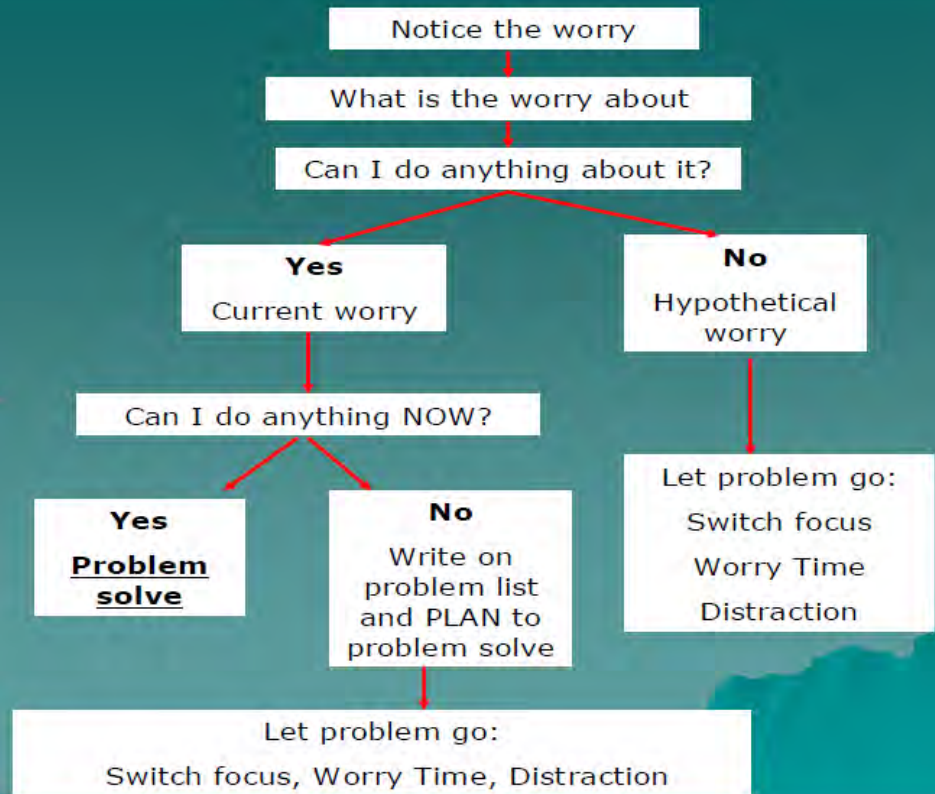
- For example, 'I'm rubbish at netball.'

Positive Thought

- 'I tried my best, I can't be the best at everything. I will practise my shooting skills and see if I improve next time.'

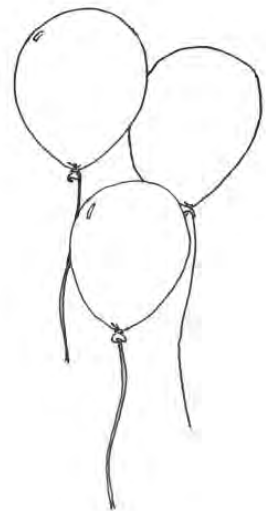
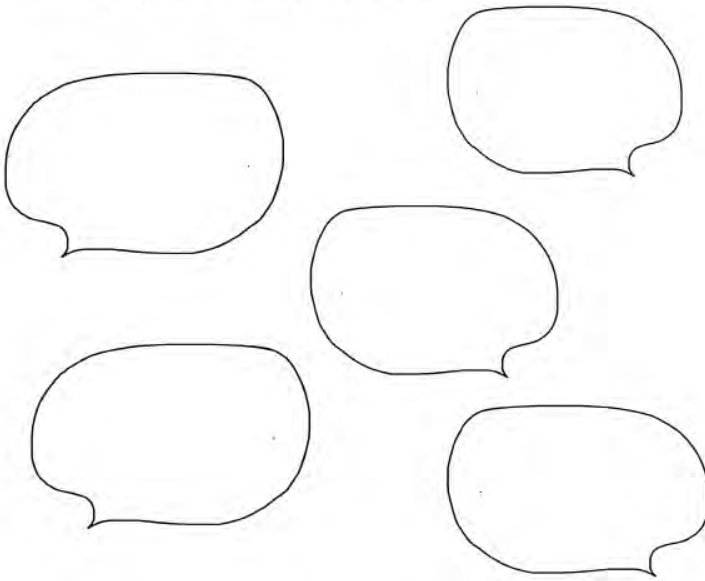
I AM. I CAN. I WILL.

Worry Tree



Thoughts

At difficult times our brains can feel full of worry thoughts. "I'll never get through this," "what if I get ill?" "what if my family get ill?" These are all normal. Try writing your thoughts to clear your mind.



Things we can control

Understanding what we can and can't control is important. When we focus on things we cannot control we may feel worried and overwhelmed. If we focus on that we can control this can help us feel calmer and less anxious.

Here is a quick activity to help us think about the things we can and cannot control in regards to COVID-19.

A blank form is provided on the next page if you would like to do this exercise with your child.



What can I control?



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Looking at the evidence

Creating "evidence for and against" tables can really help to retrain our mind and help us solve our problems or put our worries to bed. These tables can be used to look at all sorts of topics. Practice this using the tables provided below:

Evidence that my worry will happen	Evidence that my worry won't happen

Filtering Unimportant Worries

- 1. Write the worry down**
 - Sometimes seeing the worry and writing it down "dampens down" the worry in your mind. Seeing it can often help you get new perspective and helps you let go of the worry.
 - 2. 5 Year rule**
 - Will this worry still matter to me in 5 years' time? If I make the wrong decision, will I still worry about the outcome in 5 years?
 - 3. The measuring rod**
 - Think about a very bad experience that you have had, how does the content of this worry measure up? With all the things you have ACTUALLY dealt with, is this worth your negative emotion? Have you actually COPEd with worse scenarios before?
 - 4. The calculator**
 - "How much worry is this worth?" – allow only a certain amount of time and energy on the worry....and then move on.
- If after using these filters, the worry seems unimportant.....



During hard times it can help to plan something to look forward to. What's on your list?

Stories on emotions

You might like to watch and listen to stories about emotions with your child. You could discuss their own feelings and what the stories have taught them.

KS1

- A nice story about all types of emotions - <https://www.youtube.com/watch?v=Ih0iu80u04Y>
- The feelings book by Todd Parr <https://www.youtube.com/watch?v=Wg1ZesqcFcQ>
- Story Bots cartoon about different emotions and strategies for helping <https://www.youtube.com/watch?v=akTRWJZMks0>
- The way I feel storybook <https://www.youtube.com/watch?v=ITPUxVQ6UIk>
- Ruby Finds A Worry storybook <https://www.youtube.com/watch?v=VCyiiHI2SJU>

KS2

- Why do we lose control of our emotions (upstairs and downstairs brain) – cartoon - <https://www.youtube.com/watch?v=3bKuoH8CkFc>
- The Bag of Worries story - <https://www.youtube.com/watch?v=8QwEOSBjOt8>
- Wild Feelings storybook - <https://www.youtube.com/watch?v=8lM0aIPQWY>
- All emotions – Inside Out - <https://www.youtube.com/watch?v=dOkyKyVFnsS>

Or you might like to watch the film Inside Out.



Relaxed breathing for children

1. Find a quiet place free of distractions. Lie on the floor or sit in a chair. Rest your hands in your lap or on the arms of the chair.
2. We are going to practice breathing slowly in for three and out for three. Imagine your breath is like a wave, slowly rushing in to your body, then slowly running out of your body 1.....2.....3.....1.....2.....3.....
3. As you breathe in feel air fill your lungs and then when they are full of air slowly push the air back out until there is no air left.
4. Now focus on where you are breathing. Place one hand on your upper chest and the other hand on your stomach. I want you to breathe in through your nose and down into your stomach. You should feel the hand on your stomach move out whilst the hand on your chest stays still. Now practice breathing down in to your stomach, feeling your hand move out as your stomach fills with air, then as your breathe out feel your hand fall.
5. When you have practiced breathing like this you can take your hand away and continue to breathe down into your stomach.
6. Continue this pattern of rhythmic breathing for five to ten minutes.

Progressive muscle relaxation for children



Begin by finding a comfortable position sitting, standing, or lying down.
You can change positions any time during the progressive muscle relaxation exercises to make yourself more comfortable as needed.



Start with the muscles in your legs. Tighten all the muscles of your legs. Tense the muscles further. Hold onto this tension. Feel how tight and tense the muscles in your legs are right now. Squeeze the muscles harder, tighter... Continue to hold this tension. Feel the muscles wanting to give up this tension. Hold it for a few moments more.... and now relax. Let all the tension go. Feel the muscles in your legs going limp, loose, and relaxed. Notice how relaxed the muscles feel now. Feel the difference between tension and relaxation. Enjoy the pleasant feeling of relaxation in your legs.

Now focus on the muscles in your arms. Tighten your shoulders, upper arms, lower arms, and hands. Squeeze your hands into tight fists. Tense the muscles in your arms and hands as tightly as you can. Squeeze harder.... harder..... hold the tension in your arms, shoulders, and hands. Feel the tension in these muscles. Hold it for a few moments more.... and now release. Let the muscles of your shoulders, arms, and hands relax and go limp. Feel the relaxation as your shoulders lower into a comfortable position and your hands relax at your sides. Allow the muscles in your arms to relax completely.

Progressive muscle relaxation continued....

Focus again on your breathing. Slow, even, regular breaths. Breathe in relaxation.... and breathe out tension..... in relaxation....and out tension.... Continue to breathe slowly and rhythmically.

Now focus on the muscles of your buttocks. Tighten these muscles as much as you can. Hold this tension..... and then release. Relax your muscles.



Tighten the muscles of your back now. Feel your back tightening, pulling your shoulders back and tensing the muscles along your spine. Arch your back slightly as you tighten these muscles. Hold.... and relax. Let all the tension go. Feel your back comfortably relaxing into an easy and natural posture.

Turn your attention now to the muscles of your chest and stomach. Tighten and tense these muscles. Tighten them further...hold this tension.... and release. Relax the muscles of your trunk.

Finally, tighten the muscles of your face. Scrunch your eyes shut tightly, wrinkle your nose, and tighten your cheeks and chin. Hold this tension in your face.... and relax. Release all the tension. Feel how relaxed your face is.

Notice all of the muscles in your body.... notice how relaxed your muscles feel. Allow any last bits of tension to drain away. Enjoy the relaxation you are experiencing. Notice your calm breathing.... your relaxed muscles.... Enjoy the relaxation for a few moments....

When you are ready to return to your usual level of alertness and awareness, slowly begin to re-awaken your body. Wiggle your toes and fingers. Swing your arms gently. Shrug your shoulders. Stretch if you like.

You may now end this progressive muscle relaxation exercise feeling calm



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Breathe

Colour breathing

Sit or lie comfortably and close your eyes. Imagine a colour that feels good to you e.g. the blue of the sky or the warm yellow of the sun. As you breathe in, imagine this colour slowly spreading through your whole body. Notice how this makes you feel. Now, imagine the colour of your worry and as you breathe out, slowly let this colour leave your body.



Bumble Bee Breath...

(Brahmari Pranayama)

Put your hands over your ears, take a deep breath in and make the humming sound of a bee. Repeat a few times. Also try this with your eyes closed and hear yourself vibrating inside your body. A wonderful way to come back to yourself.



Breathe and Sigh...

Simply inhale as deeply as you can and sigh Aaaaaaaah... for as long as you can - you can use this in any pose or in any situation and repeat this as many times as you want! This is one of the best methods to make kids of any age breathe deeply.



Bunny Breath...

Refresh, energize and clear the mind by taking in 3-5 quick inhales through your nose, filling up the lungs completely with energy-producing oxygen. Pause. Exhale out through the mouth with a long, audible "Haaaaaaa"



Count Down Breath...

Stand in Mountain Pose with a tall, straight spine or sit up straight. Holding up one hand, lift one finger at a time counting 1,2,3,4,5 as you inhale through your nose. Pause. Exhale slowly back out through the nose while drawing your fingers in one at a time 5,4,3,2,1. Repeat several times or until you feel calm and centred.



Breath Dance...

Start with small movements... Inhale as you open the fingers of your hands and exhale as you make a fist. Gradually make the movements bigger and express the movement of your breath with your hands, your head, your shoulders, your arms, legs, feet and your whole body in any way that makes you feel good.

Dragon Breath...



(Fire breathing – Khapalabhati breath)

Also an ancient yogic exercise which helps us clean the lungs and air passages, strengthen the abdominal muscles, and charge the body with big amounts of oxygen and energy.

Sit up tall and inhale deeply through your nose, imagine that you have something stuck in your nose and exhale forcefully to get it out of there - this is one dragon breath pump.



Elephant Breath...

Stand in Elephant Pose (legs wide apart and hands clasped with arms straight out ahead – like an elephant's trunk) inhale through your nose and lift your trunk up, legs stand a little wider than hip width. Exhale through your mouth, dropping your trunk and body down, breathing out a long HAAAAAAAAA...



Lion Breath...

Kneeling, sit on your heels and bring your hands to your knees, shaped like lion's claws. Breathe in and draw your claws in toward your hips. When you exhale, draw your claws out, open your mouth wide, stick out your tongue, roll your eyes up, lean forward, exhale forcefully through your mouth and roar like a lion!

Mindfulness

1. Whilst sitting or lying on the floor, ask pupils to remember a time when they felt really happy. Pupils may need some support to think of something (for example, “It might be a time that someone was really kind to you or something that was really exciting happened or you went somewhere new or out for the day or maybe you were given a present.”). Ask pupils to put their hands up if they have thought of something without saying what it is. If some pupils do not put their hands up, support them with more ideas.
2. Ask pupils to close their eyes or look to the floor.
3. Ask pupils to bring that memory into their mind and to think to really focus on it. Asking questions such as:
 - What did you see?
 - What could you hear?
 - What could you smell?
 - Who was there?
4. After spending a few minutes focusing on thinking about the memory, ask pupils to open their eyes and ask them how they felt when they were thinking about their happy memory. You could use this opportunity to go on to generate a discussion around feelings and what we can do to try to experience the feelings discussed.

Flying like a feather exercise

Ask pupils to lay down and close their eyes . Ask pupils to imagine that they are a feather that is flying in the wind. Ask pupils to imagine that they are floating in the air and just moving wherever the gentle wind takes them. Ask pupils to focus on feeling their body getting really light as the wind carries them along and to imagine themselves floating further and further into the air where they are light and free. Try to get pupils to stay with this image and feeling for a few minutes before telling them that the wind has calmed down now and they gently float back down to the ground.

Daily weather report exercise

Ask children to close their eyes and to focus on how they are feeling right now. Ask questions such as:

What is the weather like inside you right now?

Do you feel relaxed and sunny inside?

Or does it feel rainy and overcast?

Is there a storm raging perhaps?

What do you notice? How do you feel inside?

Ask children to pay attention to the clouds, the clear sky or the storm that may be brewing inside them.

Remind them that this is how they feel right now but that later today, like the weather things will be completely different again. And that is absolutely fine. Moods change and they blow over. There is no need to take any action or do anything.

If you have time afterwards, you could ask the children to draw a picture of their internal weather report.



Mindfulness Exercises for Children

The Feeling Exercise



Collect a number of interesting objects such as feathers, putty, stones, or anything else that might be interesting to hold. Give each child an object, and ask them to spend a minute just noticing what it feels like in their hand. They can feel the texture, if their object is hard or soft, and the shape. Afterwards, ask the children to describe what they felt. With bigger groups, pair children off to take turns completing the exercise together.

The Seeing Game



Ask the children to spend one minute silently looking around the room. Their goal is to find things in the room that they've never noticed. Maybe there are some big things like a poster or a picture, or just little details like cracks in the ceiling or an interesting pattern on the door. After the minute is up ask the kids to share the most interesting new things they noticed.

Ocean Breathing



Have the children sit or lie down in a comfortable position. Ask everyone to slowly breathe in through their nose, and then out through their pursed lips (as if they are blowing through a straw). Point out that the slow and steady breathing sounds like ocean waves, gently crashing on shore. Let the children continue breathing and making the ocean sound for one to two minutes.

The Power of Listening



Ring a bell, a wind chime, or anything else that creates a long trailing sound. Ask each child to listen, and silently raise their hand when they can no longer hear the sound. After the ringing ends, ask the children to continue listening to any other sounds they can hear for the next minute. When the minute ends, go around the room asking everyone to tell you what sounds they heard.

Build a Stress Ball



If you're feeling brave, and are prepared to clean up a mess, provide the children with balloons, flour, and funnels to build their own stress balls (you may want to double-layer the balloons). Some other filling options include rice, small beads, or the leftover dots from punched paper. Once the kids have built their own stress balls, try using them with *The Feeling Exercise*.

The Body Squeezing Exercise



Have the children sit or lie down in a comfortable position, and ask them to squeeze and relax each of the muscles in their body one-by-one. They should hold each squeeze for about five seconds. After releasing the squeeze, ask the kids to pay attention to how it feels when they relax. Children understand this exercise better if you help them visualize how they can squeeze a particular muscle using imagery, such as the following:

1. Curl your toes tight like you are picking up a pencil with your feet.
2. Tense your legs by pretending like you are standing on your tippy-toes, trying to look over a fence.
3. Suck in your stomach as if you are trying to slide through a narrow opening.
4. Make fists with your hands and pretend like you are trying to squeeze all of the juice out of an orange.
5. Pretend like a bug landed on your nose, and you're trying to get it off without using your hands. Try to scrunch your face and move your jaw to make it fly away!

The Five Senses Exercise



Take the children outside if the weather is nice, and have them lie silently in the grass. Begin to call out each of the five senses in turn (sight, smell, sound, taste, touch), and ask the children to notice everything they can with that particular sense, until you call out the next one. This exercise can also work well on walks, and in a number of other situations.



Mirroring



Why are we playing this game?

Mirroring is an important tool that adults can use to attune with a child. It can be used effectively between children as a means of increasing children's engagement with each other and their environment. It is also a physical activity so is a good way to get a group moving about.

How to play the game:

Describe the game to the group and then if any participants seem willing, ask for a volunteer to demonstrate the activity, before the rest of the group start.

Activity Instructions

In pairs, one person leads by moving different parts of their body. The other person has to 'mirror' what they are doing exactly.

The leader can do it slowly, use facial expressions, body movements and other actions.

Pass around a smile

Why are we playing this game?

This game can help with developing relationships and learning turn taking.

Smiling can help us and other people to feel better.



Resources you need:

- A smile!

Activity Instruction

You can be standing or sitting.

One person starts and smiles at the person next to them. This person smiles back and then smiles at the person next to them.

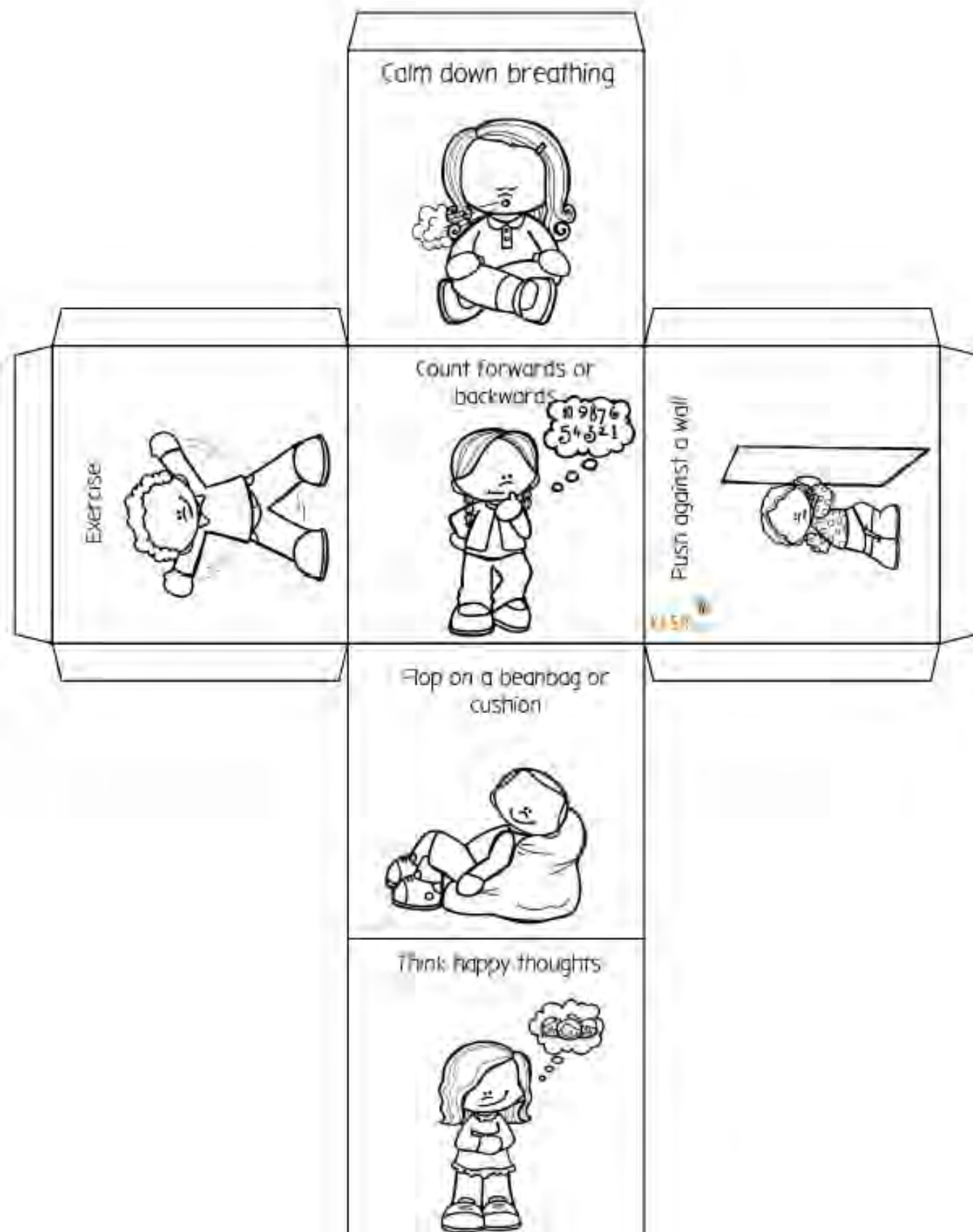
This continues until all people have had the smile.

Calm down dice

Print out the die you require.

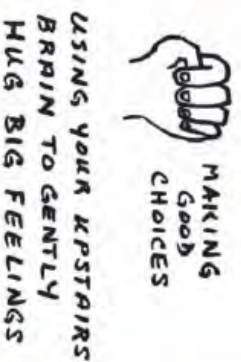
Ask your child to colour the images and talk about them whilst they colour.

1. Breathing – slowing your breathing down can really help you feel calmer. A good exercise is to breathe in for the count of 7 and breathe out for the count of 11.
2. Exercise is incredibly helpful because it helps burn off all the adrenaline that is building up when you are anxious or angry. Any form of exercise is helpful. It also helps you focus on something else rather than what is making you anxious or angry.
3. Counting either forwards, backwards from any number can be helpful. Again it gives your mind a different focus.
4. Younger version -Pushing against something such as a wall is helpful, again it is shifting the focus and also helping you to get the physical effects of adrenaline out of your body.
5. Older version – self hugging can feel really calming.
6. Just letting yourself flop on the beanbag or cushion and try and relax all your muscles and your mind can be really helpful.
7. Thinking happy thoughts can shift your focus from the worrying or angry thoughts



What happens when I flip my lid?

Understanding brain states can help emotional regulation



- Notice feelings
- Name feelings
- Learn strategies to help

We can use our hand to show what happens to our brain. Our fingers are our upstairs brain and our thumb and our palm is our downstairs brain.



Our brain works best when the upstairs (thinking) and downstairs (emotion) brain work together by sending messages to each other.



When we experience big emotions, our upstairs thinking brain flips up and our downstairs brain is in charge! This means that it is hard for our upstairs brain to help our downstairs brain to stay calm.



When we flip our lid, we need to get our upstairs and downstairs brain talking to each other again so that our upstairs brain can calm our downstairs brain down. We need our upstairs brain to hug our downstairs brain!

Further resources: Dan Siegel - books and YouTube - Teenage Brain, Whole Brain Child & Hand Model of the Brain
Kids Want to Know *Why do we lose control of our emotions* <https://www.youtube.com/watch?v=3bkuoH8CkFc&app=desktop>

YOGA

FEED YOUR WARRIOR

Inside your me-brain there's a warrior who's already overcome lots of difficulties. The beliefs you have about yourself depend on which ones you feed. Let's feed your inner warrior!

YOGA - WARRIOR 1

Stand straight then step forwards with one leg, with the front knee bent and your back leg straight out behind you. Arch your back, stretching your arms and hands up to the sky. Look straight ahead.

SAY 'I AM STRONG.'



YOGA - WARRIOR 2

From Warrior 1 pose, stretch your arms out in front of you and turn your chest to one side. Keep one arm stretched forwards, the other stretched behind you.

SAY 'I AM POWERFUL.'



YOGA - WARRIOR 3

From Warrior 2, bring both arms in front of you, straighten your front leg, lifting your back foot off the ground slightly. Open your arms for balance if needed.

SAY 'I AM BRAVE.'



You can also strengthen your turtle-brain and mouse-brain to be even more courageous.

TURTLE POSE

With your legs stretched to the sides and your knees bent, push your head and tummy forwards, tucking your hands under your ankles.

SAY 'I CHOOSE CALM.'



MOUSE POSE

Kneel on the floor, feet together. Rest your chest on your thighs and your chin on your knees, with your arms and hands by your sides, palms up.

SAY 'I AM SAFE AND PROTECTED.'



Stand up to these lions with this...
...LION POSE.

Kneel on the floor, feet together. With your hands on your knees or on the floor in front, arch your back. Lift your head and stretch out your tongue as if you're roaring for three seconds.

THEN SAY 'I AM JUST AS FIERCE AS YOU.'



You Are What You Eat... and Do!

It's obvious, if you don't look after a car and don't put in the right petrol, it's not going to work properly.

What many people do not realise is that our body is the same and what it becomes depends on how we choose to treat it.

We need to think carefully about the areas of diet, exercise, drugs and lifestyle, as these are the things that can have an impact on your body.



The Effect of Your Diet

The word 'diet' simply means all the food and drink you choose to put into your body.

People can have a healthy diet or an unhealthy diet. Some people have a special diet, perhaps because they are diabetic, have coeliac disease, are vegetarians or because they need to lose weight.

Your body is set up to be the best with a certain diet.



The Effect of Your Diet

The standard healthy diet for a person with no medical needs (such as diabetes) contains a balanced mix of different types of food and drink highlighted in the Eat-well Plate.



Click on each area to find out more...

The Effect of Exercise

Doing one hour of exercise per day has a huge positive effect on your body.

Exercise = better blood circulation, better stamina and fitness, stronger bones and a whole host of other benefits.



2. Structure and Routine

Creating a consistent routine

Schools have been shut and you may be practicing social distancing or self-isolating. This means your child might be spending a lot more time at home than usual.

Tick tock....



Along with all of the other changes COVID-19 has brought, your child may have lost their daily familiar routine. For some children this can make them feel more worried than usual. Parents can support their child by making a schedule- just like they'd have at school. Try using the blank timetable on the following page to design your own personal routine.



However, this may not work for all children. You will need to consider the needs of your child. If they respond well to routine this might be useful, but you should always consider the unique needs of your child first.














It is also important to note, that COVID-19 has produced some very unusual circumstances therefore any schedules are just a guide and should remain flexible.

Supporting home learning routines

Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.






The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
 I woke up at a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I did some exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I had regular meals and drank water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I enjoyed some reading in a quiet space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I practised a maths skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I contacted my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I spent some time on my creative hobby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My parent/carer told me what I did well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30					
9.30-10.15					
Break Break Break Break Break Break Break Break Break Break Break Break Break					
10.30-11.15					
11.30-12.15					
Lunch Lunch Lunch Lunch Lunch Lunch Lunch Lunch Lunch Lunch Lunch					
1.15-2.00					
2.15-3.00					

Weekly planner

Monday	Tuesday	Wednesday	Thursday
 <div>Handwriting practice lines for Monday</div>	 <div>Handwriting practice lines for Tuesday</div>	<div>Handwriting practice lines for Wednesday</div>	<div>Handwriting practice lines for Thursday</div> 
<div>Handwriting practice lines for Friday</div>	<div>Handwriting practice lines for Saturday</div> 	<div>Handwriting practice lines for Sunday</div>	<div>Notes</div> 

3. General

Fun activities that parents can do with their children:

- 1) Create a fun obstacle course: This fun obstacle course for children is a great way to encourage teamwork and social skills while also working on gross motor skills like balance and coordination!
- 2) Balloon Volleyball: When children play balloon volleyball, they have to learn how to slow their movements down in order to control the balloon and not let it go flying!
- 3) Tactile input: There are many great ways to provide calming input through the [tactile system](#). One simple tool that is easily used as a calming sensory break during the day is a [tactile bin](#). Fill a shoebox-sized plastic container with sand, dry rice, or dry beans and let children run their hands through it.
- 4) Sequencing motor tasks - For example – do 3 jumps, then 2 hops, then stand on one foot for 3 seconds)
- 5) Dancing: Children love practicing their favourite fast and slow dance moves to different types of music – great for regulating speed of movements.

Keeping healthy!



Connect with nature ~ go in the garden, open a window, look all around you, what do you notice?

Exercise is good for your body and your mind! Find exercise videos on YouTube, dance at home, walk or run at quiet times.



Keep a good sleep routine. Try to wake and go to bed at the same time each day. Don't sleep too much or too little.

30 activities to do at home



Get creative:

1. Draw a character from your favourite book
2. Make bubbles with washing up liquid
3. Make a castle out of paper cups
4. Paint like your favourite artist
5. Do some mindful colouring

Get techy:

- Video yourself telling a story to share with a friend
- Watch your all-time favourite movie
- Watch some funny videos on YouTube together
- Facetime hide and seek
- Listen to an audio book

Be a scientist:

- Cornflower and water experiment
- Make a straw rocket
- Make a playdough coronavirus
- Put water and baking soda in a balloon

Get physical:

1. Create your own dance routine
2. Do child-friendly yoga (YouTube has lots of videos!)
3. Play "Hide and seek"
4. Play "The floor is lava"
5. Play "Sleeping logs"

Use your words:

1. Write a poem about how you're feeling
2. Write a short story about your experiences
3. Read your favourite book
4. Write a rap
5. Try and learn a new language

Have an indoor adventure:

1. Design a treasure hunt inside your house
2. Design and make a fairy door for your house
3. Design your own board game
4. Create a mini-golf course inside your house
5. Create a fort



Non-screen activities you can do at home

Pobble

25 ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.



1 How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

"Learning from home is fun"

2 Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 Get building! You could build a Lego model, a tower of playing cards or something else!



4 Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!



8 Use an old sock to create a puppet. Can you put on a puppet show for someone?

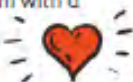


9 Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

10 Design and make a homemade board game and play it with your family.



11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



16 Keep moving! Make up a dance routine to your favourite song.



17 Write a play script. Can you act it out to other people?



18 Read out loud to someone. Remember to read with expression.



19 Write a song or rap about your favourite subject.



20 Get sketching! Find a photograph or picture of a person, place or object and sketch it.



21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 Draw a map of your local area and highlight interesting landmarks.



23 Write a postcard to your teacher. Can you tell them what you like most about their class?

24 Draw a view. Look out of your window and draw what you see.



25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?

Pobble.com – More writing. More progress.

Books & Authors

Below are some books that have excellent activities and ideas that are easy to translate into classroom activities for small groups and individuals. They can also be recommended for parents if they are asking for activities to do at home. We would encourage parents and teachers to use the resources as a starting point for discussion or even join in with the activities to support their own well-being.



Ideas & Apps

Stay Connected



Start a podcast with friends
Give someone a call/ videocall
Eat a meal with family
Do a gamenight with family
Catch up online through gaming
Organise a quiz online

There are lots of platforms to connect with friends and family. School may send info about ways to link up
Always stay safe online - talk about concerns with someone responsible. FOMO and cyberbullying can affect mental health - check out [Thinkuknow](#) or [Own It](#)

Build Skills



Craft activities like amigurumi
Learn a signature dish
DIY / Gardening
Music production
Begin learning a language
Master the flip-flap football trick

[Duolingo](#)
[Seek by iNaturalist](#)
[Tasty](#)
[Sign BSL - learn British Sign Language](#)
[Fender Play Guitar lessons](#)
[BBC Bitesize Daily](#)

Be Healthy



Go for a run
Try yoga
Practice a tik tok dance
Set a regular alarm to wake up
Try an online fitness routine/class
Do Dry Monday - no energy drinks

[Map my run](#)
[Habitica](#)
[Yoga on YouTube](#)
[7 minute workout](#)
[Couch to 5k](#)

Emotional Check In



Keep a note of how you're feeling
Be kind to yourself
Keep a gratitude journal
Check in with a friend
Express yourself through art

[EpicFriends](#)
[Door43](#)
[Rise Above](#)
[Childline Toolbox](#)
[Kooth](#)

Be in the Moment



Play with pets
Try a three minute mindfulness exercise
Look for cloud animals
Do a jigsaw
Take time doing makeup / hair

[Headspace](#)
[Smiling Mind](#)
[Online puzzles](#)
[Podcasts](#)
[Spotify](#)

Emotional Health & Wellbeing Apps



Breathe, think, do with Sesame. In this free app it shows children a short video about why the monster is feeling frustrated, nervous etc. The child then helps the monster to breathe; taps on bubbles to create thought bubbles so the monster can think of a solution and then choose a solution to solve the problem.



Mindful gNats is another free app it has different mindfulness activities that children can do such as breathing, body scan and visualisations. It uses videos and cartoons to talk through the different strategies. 'Leaves on a stream' is a really good visualisation.



Worry tree is a strategy we often teach in MAST for dealing with worries. Your child might need some adult support to use this free app as it involves typing. The child writes down their worry; then they can categorise their worry (you can add extra categories like school and friends); then the child has to consider if they can do something about this worry or not. Then the app helps you create an action plan to solve the worry or suggests distractions. You can review current and past worries and how you solved them.



Positive penguins is a paid app – it costs 61p. In this app the child chooses a penguin and chooses their emotion. If the emotion is a negative one it gives strategies how to manage these emotions. Your child might need a bit of

help with this part as it does involve typing. The app also has a game and a guided meditation.



Smiling mind is another free app. This does involve creating a login. It has lots of different options and has specific mindfulness courses for 7-9-year olds and 10-12 year olds. The app includes child friendly videos with different visualisations and breathing activities.

Further Reading/ Useful links

- <https://www.annafriend.org/selfcare/>
- Kooth.com – online counselling service for young people 11+
- The Mental Health and Wellbeing Workout for teens, Paula Nagel
- <https://youngminds.org.uk/>
- Relaxation apps on Playstore
- <https://www.mind.org.uk/information-support/tips-for-everyday-living/relaxation/>
- www.epicfriends.co.uk Epic Friends offers advice on various issues surrounding mental health and gives guidance on when to seek help and support.
- Free worksheets/ resources from: Therapist Aid and Twinkl.

Free Webinars and apps to support your Mindfulness and Keeping Active

Smiling Man
Eight other students in the room with their mouths open.
"Huh?"



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Interactive videos to support with K51 and K52 and P506 and for learning about for terms table above that are 'just for fun'.



Go or NoGo—YouTube (7 min) shows on that hundreds of "interviews" forcing women to choose—as well as voters that are "just for fun."



Premier League Stars
Welcome third activities to support with Maths, L
and PE.



Newsworld

Free Daily Resources For Children



PE with 3am Wicks On YouTube
Wash days at dawn, but you can visit any time on YouTube to view the workout.



Science with Maggie Azeke on YouTube



Dance with Or! Mubuse On Facebook:
Every day at 11:30am but everyone can view the
channel all day long.



Maths With Carol Vorderman
Free access to the new maths website
www.funwithcarol.com



Scouttime With David Williams
Join us every day at 11am on the website
Twice a week. Meet one Friday 27 March 11am.
But don't miss any time.

For More Ideas Join Our Facebook Group
Extreme Couponing and Bargains UK Group