

Coronavirus

Also known as COVID-19

**Supporting children and young people manage their worries
and anxieties**



Northamptonshire Looked After Children's Team

The health effects of the Covid-19 outbreak have generally been milder on children compared to adults; however, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. This resource offers information on supporting and protecting children's emotional well-being as this public health crisis unfolds.

Amidst the COVID-19 outbreak, everyday life has changed and will continue to change for most people in the UK, often with little notice. Children may struggle with significant adjustments to their routines (e.g., schools and child care closures, social distancing, home confinement), which may interfere with their sense of structure, predictability, and security. Young people, infants and toddlers are keen observers of people and environments, and they notice and react to stress in their caregivers, peers, and community members.

They may ask direct questions about what is happening now or what will happen in the future and may behave differently in reaction to strong feelings (e.g., fear, worry, sadness and anger) about the pandemic and related conditions. Children also may worry about their own safety and the safety of their loved ones, how they will get their basic needs met (e.g., food, shelter, clothing), and uncertainties for the future.

While most children eventually return to their typical functioning when they receive consistent support from sensitive and responsive caregivers, others are at risk of developing significant mental health problems, including trauma-related stress, anxiety, and depression. Children with prior trauma or pre-existing mental, physical, or developmental problems are at especially high risk for emotional disturbances.

In addition to keeping children physically safe during the COVID-19 pandemic, it is also important to care for their emotional wellbeing. The Northamptonshire LAC Team have put together recommendations for promoting the emotional well-being of children in the face of these types of adversities along with helpful resources.

Recommendations to support and protect children's emotional well-being during the pandemic

Understand that reactions may vary



Children and young people's responses to stressful events are unique and varied.

Some children may appear irritable, clingy, and some may regress, demand extra attention, or have difficulty with self-care, sleeping, and eating. New and challenging behaviours are natural responses, and adults can help by showing empathy and patience and by calmly setting limits when needed.

Ensure the presence of a sensitive and responsive caregiver

The primary factor in recovery from a traumatic event is the presence of a supportive, caring adult in a young person's life by offering consistent, sensitive care.

Recognise that things will be different for a while and that this might mean they feel disappointed as things they are looking forward to or enjoy doing are cancelled. This disappointment is understandable and ok.

Social distancing should not mean social isolation

Children and young people need quality time with their carers and other important people in their lives. Social connectedness improves children's chances of showing resilience to adversity. Creative approaches to staying connected are important (e.g., writing letters, online video chats, and telephone contact).



Provide age-appropriate information

Children and young people have a right to truthful information about what is going on in the world, but adults also have a responsibility to keep them from distress.

Make yourself available for children and young people to ask questions and talk about their concerns. Use age-appropriate language, watch their reactions, and be sensitive to their level of anxiety.



If you can't answer their question, don't guess. Use it as an opportunity to explore answers together. Websites like the World Health Organisation are a great source of information. Explain that some information online isn't accurate, and that it is best to trust the experts.

It may be helpful to limit exposure to media coverage, social media and adult conversation as these may be less age-appropriate. Ongoing access to news, social media and constant conversation regarding covid-19 can cause unnecessary stress.



Create a safe physical and emotional environment by practicing the 3 R's: Reassurance, Routines, and Regulation.

- **Reassure** your children and young people about their safety and the safety of their loved ones.
- Maintain **routines** to provide children and young people with a sense of safety and predictability (e.g. regular bedtimes, meals, daily schedules for learning and play)
- Support children and young people to **regulate**. When children and young people are stressed, their bodies respond by activating their stress response systems. To help them manage these reactions, it is important to both validate their feelings (e.g., “I’m wondering if you’re feeling really scared or overwhelmed”) and encourage them to engage in activities that help them self-regulate (e.g., exercise, deep breathing, mindfulness or meditation activities, regular routines for sleeping and eating).

Highlight the good things

Whilst it is a genuinely challenging time, do help children to recognise the positive things that are happening. E.g. “There are lots of people working hard to keep us all safe, for example the doctors and nurses at the hospital, the scientists finding a vaccine, and even us by washing our hands!” Point out the amazing community organisations that have formed and other actions people are taking to help each other.

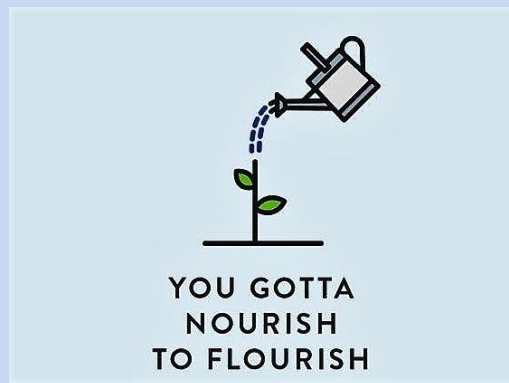
Look after yourself

You’ll be able to help your children and young people if you’re coping too. Children and young people will pick up on your own



response to the news, so it helps them to know you're calm and in control.

If you're feeling anxious or upset, take time for yourself and reach out to other family & friends. Make some time to do things that help you relax and recuperate.





How can we best support children and young people with their worries and anxiety: Recommended Resources

For younger children:

- **Nanogirl Live** has produced a couple of videos explaining COVID-19 and why it is important to wash our hands/ sneeze and cough into our elbows
- This **comic strip** provides a visual explanation of the COVID-19 outbreak and what we can do to stop its spread

For school aged children:

- BBC's Newsround has a **COVID-19 website** featuring a range of stories and videos on the outbreak
These include:
 - **Facts and myth-busting**
 - Newsround advice on **how to manage worries about COVID-19**

For older young people/ adults

- The World Health Organisation has released this **video** containing facts about COVID-19 and ways in which the spread can be prevented
- The Centre for Disease Control has produced a 1 page **COVID-19 fact sheet**
- MQ: Transforming Mental Health has produced a **resource list** around Coronavirus (COVID-19) and your mental health.

Therapeutic story

STAY HOME SUPERHEROES

Once upon a time there was a big, busy world.

In this big, busy world there lived a little boy called William. William loved going to school to play with his friends, going to the park with his mum and going swimming with his dad.

But one day, everything started to change. William heard on the news that there was a Big Problem. This problem was so big that it started to spread over the whole world. All the grownups were talking about it. All the children were talking about it. In fact, every single person in the whole world was talking about it. Everyone started to feel worried and scared about the Big Problem.

Soon, the Big Problem caused some big changes. At first daddy stopped going to work, then mummy stopped taking him swimming, then he found out that school was cancelled and day by day the big, busy world he lived in got quieter and quieter and quieter. William was confused. He felt scared too. He had so many questions. What was going on? Would it be OK? How could they stop the Big Problem?

He went to ask his mummy all of his big questions.

"It's OK to be scared and worried, lots of other children feel that way, even adults feel scared too sometimes" she told him, giving him a BIG hug. "But all of the very best, cleverest people in the whole world are working hard to fix the Big Problem right now" she explained. This made him feel a little bit better. Surely the cleverest people in the world could find a way to fix it!

Mummy explained that there were lots and lots of special helpers working hard to save the world and stop the problem.

"Like superheroes?" said William.

"Just like superheroes." said mummy, smiling.



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STAY HOME SUPERHEROES

William wanted to be a superhero too. This was his chance! Super William to the rescue!

He jumped up, ready to run outside and join all the other superheroes to fight off the Big Problem and save the world, but his mummy stopped him and locked the door.

"HEY! How can I help fight the Big Problem if I'm stuck inside?" he asked.

"Well, we DO need you to help. Everyone is going to have to help to solve this Big Problem. And YOU are going to have a very special job indeed. You are going to become a Stay Home Superhero!"

William had never heard of THAT kind of superhero before. Mummy told him that Stay Home Superheroes could help fight off the Big Problem by using their Stay Home Superpowers. But what were they? He tried so hard, but he didn't have super strength or super speed either. In fact, he felt exactly the same as before.

"The Big Problem can't be solved with super strength, or super speed. The Big Problem will only stop growing if all the new Superheroes use their Stay Home Superpower to stay at home. In fact, if all the new Stay Home Superheroes work together the Big Problem will get smaller, and smaller and smaller every single day, until it goes away!" mummy explained.

"But staying home is a boring superpower!" said William in a grump.

"Boring? No way! You have the superpower to make this fun! And staying home is how YOU can help to save the whole world there's nothing more powerful than that!"



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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00-08.00						** Weekend**	
08.00-09.00							
09.00-10.00							
10.00-11.00							
11.00-12.00							
12.00-13.00							
13.00-14.00							
14.00-15.00							
15.00-16.00							

COVID-19 SCHEDULE

7 - 7:30 A.M. QUIET READING TIME IN BED (ANY BOOK)

7:30 - 8:30 A.M. BREAKFAST / PLAY TIME

8:30 - 9:30 A.M. WALK/HIKE/SCOOTER/BIKE

9:30 - 10:30 A.M. SCREEN-FREE ACADEMICS (CURRICULUM WORKBOOKS, JOURNALLING, CHALLENGING BOOKS)

10:30 - 11 A.M. SCREEN & SNACK TIME

11 A.M. - 12:30 P.M. CREATIVITY (DRAWING, COLOURING, PAINTING, LEGO, MUSIC, BAKING/COOKING, ARTS & CRAFTS, BOARD GAMES, ETC.)

12:30 - 1:30 P.M. LUNCH

1:30 - 2:30 P.M. CHORES (MAKE YOUR BED, HELP WITH LAUNDRY/DISHES, CLEAN YOUR ROOM, TIDY REC ROOM, VACUUM, MOP A FLOOR, ETC.)

2:30 - 3:30 P.M. ACADEMICS (SCREENS OK: PRODIGY, EDUCATIONAL TV, ONLINE RESOURCES)

3:30 - 4:30 P.M. FRESH AIR (WALK, TRAMPOLINE)

<https://youtu.be/Rz0go1pTda8>



YOUTUBE.COM

P.E with Joe / Monday 23rd March 2020

Day one of my 9am daily workouts

Paint a rainbow and display on your window



Northamptonshire Looked After Children's Team



Tweet



Carol Vorderman ✓

@carolvorders

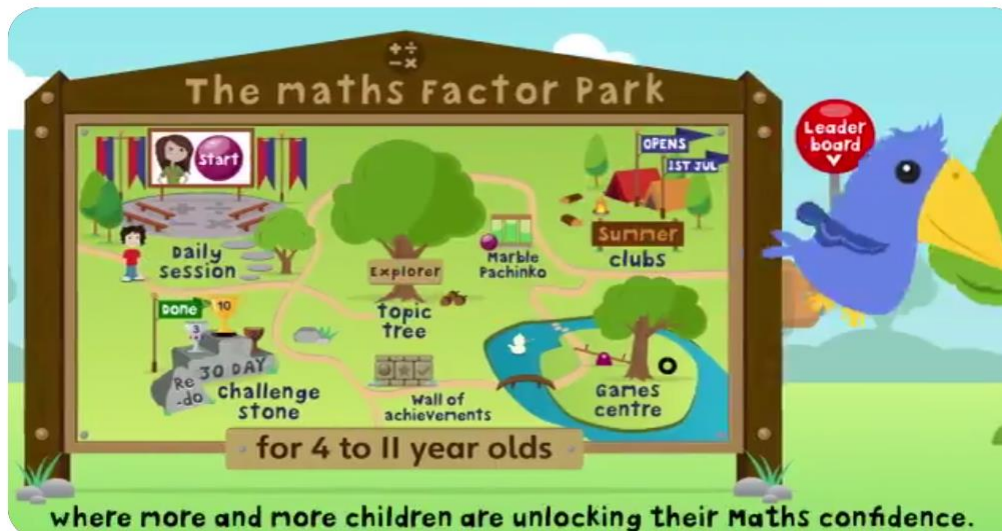
My maths school
themathsfactor.com is usually about
£2 a week.

I want to help ❤️ so it's now FREE for
children age 4-11 😊 until schools
open.

We're uploading massive server
capabilities, pls bear with us.

With all my love ❤️

[#HomeSchooling](#) [@themathsfactor](#)
[@PearsonSchools](#)



Mindfulness Scavenger Hunt

Relax and Focus
on The Moment

1



Smile

☐

Breathe In

☐

Breathe Out

☐

Count The
Lines On
Your Hand

2



Smile

☐

Breathe In

☐

Breathe Out

☐

Count The
Curves On
Your Ears

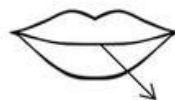
3



Smile

☐

Breathe In

☐

Breathe Out

☐

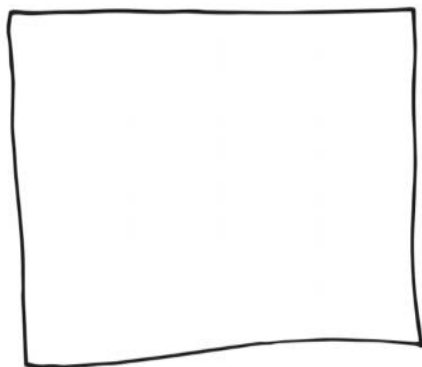
Count The
Bumps On
Your Lips

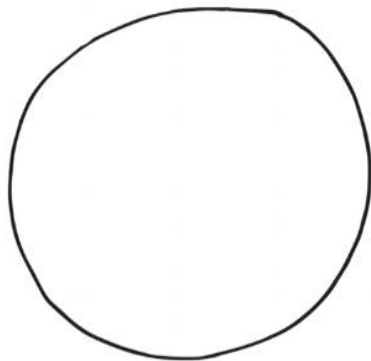
THE HAPPY NEWS

BY EMILY COXHEAD®

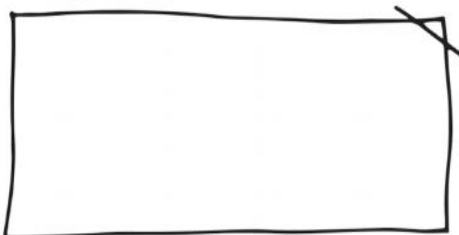
A NEWSPAPER TO CELEBRATE ALL THAT'S GOOD IN THE WORLD...
THE HAPPY NEWSPAPER IS A PLATFORM TO SHARE POSITIVE NEWS AND WONDERFUL PEOPLE

Edited by: _____









Can you find some happy news stories and write/draw them above?



For this you will need:

X1 empty jar with a lid and no labels
Some hot water (be careful and

ask a grown up to help you)
2 tbsp of glitter glue

How to make it

Pour the hot water into the jar and add the glitter glue.

Put the lid on and shake up the jar.

Watch the bits of glitter swirl around – these are like all the thoughts and feelings in your very busy brain.

See how when you keep the jar still the glitter starts to settle down – just like your thoughts and feelings will if you sit still and calmly breathe for a moment.

Top Tip!

Next time you feel upset or angry give the jar a good shake – then sit, be still and wait for the glitter to settle. This will also help you calm your mind.

Mindfulness Activity Card

Place your hand on your belly. Take 10 deep breaths and notice your hand moving up and down as you breathe.

Mindfulness Activity Card

Sit very still and notice one thing that you can see, hear, feel, taste and smell.

Mindfulness Activity Card

Close your eyes and spend one minute thinking about the happiest day of your life. Try to remember as much about that day as you can.

Mindfulness Activity Card

Close your eyes and think about how you are feeling. Happy? Sad? Mad? Scared? Excited? Something else? Think about how you know you are feeling this way.

Mindfulness Activity Card

Close your eyes and sit quietly. Notice the way that your clothes feel on your body. Notice your shirt, pants and shoes. Do you notice anything you didn't notice before?

Mindfulness Activity Card

Sit quietly and place a small object in your hand. A pencil, eraser, or something else. Notice how heavy the object is. Think about what it feels like in your hand. Notice one new thing about this object.