

Important Date!

27 April

ANZAC Day

28 April

Teacher Only Day

29 April

Remote Learning
Alert Level 3
students only at
school

Principal's Message

As the country moves into Alert Level 3 and schools start to reopen, I'd like to thank everyone for the efforts you have put into getting Aotearoa back moving towards a positive normality. Thanks to the students who have engaged in the Remote Learning package, thanks to the parents who have encouraged and supported the children in these unusual times, and thanks to the teachers who have invented, delivered and managed our Remote Learning package.

However, the key message from the Ministry of Education remains that, if you can, you should keep your child at home. If your child has a health condition or is sick, you must keep them at home. If you or your child has come into contact with a suspected case of COVID 19 or someone from overseas you must let the school know as soon as possible.

Today, most teachers were back at school. We were working on the conditions and procedures required to run the school in our "bubble programme". We do have a number of students returning tomorrow, it is exciting, we miss them so much! The students at school will be completing the same Remote Learning programme as the students at home.

I do want to recognise that many of you will be dealing with some major challenges during this time. Should your situation change during Alert Level 3 and you need to send your child to school, please contact the office by 2pm the day before. This will help us maintain and build the bubble structures. You must also acknowledge and accept the conditions and procedures Ponsonby Intermediate has set in place.

The school campus is looking great, the teachers are keen to get going and our Remote Learning package will continue to improve and evolve each week.

At the end of this newsletter you will find our Curriculum Pathway for our Remote Learning programme. It provides a 'Big Picture' of what our learning journey will be for the next few weeks.

On a personal note, this autumn weather has been stunning and is making this lockdown more enjoyable than I expected... or is April always like this and I just forget to slow down and appreciate it?

Regards,

Nick Wilson

Remote Learning Package Week 3

This week we continue to run our Remote Learning package. We can see there are a lot of students engaging with their learning and choosing a range of activities. Form teachers are enjoying the daily Q and A, which in many cases has become a daily check in for teachers with their classes.

Work under all subjects will continue to be uploaded over the coming weeks, while we remain in Alert Level 3. We are aware there is a lot of work uploaded under each subject area and this can be overwhelming for the students to navigate as they log on. Teachers will be clarifying in their instructions which work students should be focusing on as we move forward.

Last week we presented our first weekly PPTV assembly. Please make sure you have a look at what Ponsonby was up to in Week 2 of our Remote Learning school week. <https://vimeo.com/410937452>

Live Video - update

Ponsonby Intermediate is aware that other local schools are using live video platforms.

We are putting more video into our Week 3 Remote Learning package, while also working to develop sound policy around live video platforms. The policy needs to be in place to keep teachers safe, and our pre-teen 11-13 year olds safe. When we are convinced that live video will always be a positive experience for all, and enhance learning and well-being the school will proceed.

We are mindful that a large number of students are unable to access or use zoom from home and we want to make the learning experiences from home equitable for all students.

It is important children maintain social connection. We have been encouraging students to connect with their trusted friends and family, please support the children to do this in ways that suit your family.

Well-being Message

Every family has had its unique challenges and positives during this time, some families describe being grateful to connect with their kids and spend quality time and just 'be' without the busyness, and some families have been on the frontline as essential workers. And perhaps, financial uncertainty or job loss is very real.

Some students have had time to think deeply about things and learn the values of patience and quiet (amongst many other things). Some parents have described being a first time

teacher and trying to motivate their kids, implement routines whilst working which has been trying, and some have absolutely loved this time. We are all different.

As we have moved to Alert Level 3, we may experience different thoughts and feelings such as disappointment, nervousness or even excitement. For some not much has changed, friends and family are still distant and restrictions are still in place, and perhaps the thought of leaving your safe bubble may bring up a variety of thoughts too. Take care of yourselves and each other. We are all in this together!

Some helpful possible ideas to support you at this time:

- Maintaining routine as much as possible
- Getting outside in nature and exercise
- Maintaining healthy habits such as sleep, good nutrition and social connection where possible
- Reducing pressure
- Talking
- Practicing gratefulness
- Practice mindfulness and staying in the present
- Recognising what is in your control (ie. Handwashing, and social distancing).
- Being careful not to engage in overloading with too much information from news and googling.

See attached article for more detailed information.

Contact our counsellor rachelm-s@ponsint.school.nz if you require more support for your child.

Hard Copy Learning Packs

The Government and Ministry of Education are working to get hard copy learning packs out to families who requested them, it seems the Ponsonby delivery is taking some time. Therefore, we have made our own and these will be available from Thursday. We will be in contact with those of you who we ordered for.

Ponsonby Intermediate

Bubble Information and Safety Plan

For Students	For Parents/Caregivers
<p>You are to enter school grounds as soon as you arrive either by bus, car or any other form of transport.</p> <p>You will arrive and exit the school through the same gate you usually entered before lockdown, keeping 2 metres at all times.</p> <p>Whenever you are moving around the school you are expected to maintain a 2 metre distance from all other people and 1 metre distance or more within the classroom</p> <p>Students will meet on the basketball court at 8:45 on Wednesday 29th. You will go directly to your allocated placing where your name will be. Keeping 2 metres apart, with the seating plan set by the teachers on the basketball court.</p> <p>When in class, you will sit at the same desk, use the same device and wipe down your area each day. Please bring your own device to school if you can.</p> <p>You will not interact with students from other bubbles.</p> <p>You will continue with the same remote learning programme you were doing at home and teachers will supervise this.</p> <p>You will not be in your form class or with your form teacher, instead you will be in a specially designed bubble for all of Alert Level 3 and this will not change.</p> <p>You will use the bathroom assigned to you during class time and break time, remembering to wash your hands and use available hand sanitiser throughout the day</p> <p>You can not share anything including such things as sports equipment or board games during class time or break time. This will not be available and you cannot bring this into school either</p> <p>During break times, you need to stay in your bubble, with the 2 metre rule in an allocated area</p> <p>You will need to sanitise hands as you enter and exit the classroom each time</p>	<p>Your child can not attend school unless you have notified the school and contacted the school office - office@ponsint.school.nz</p> <p>Your child can not attend school during alert level 3 if they have had contact with a suspected COVID 19 case or from someone overseas or if they are sick, especially if they have any cold or flu-like symptoms, including a high temperature, runny nose or cough.</p> <p>Can you ensure your child comes to school as close to 8:45am as possible. If your child is arriving early than this can you please notify the office so we can arrange an alternative safety plan</p> <p>You can not enter the school property, please wait for your child at the front gate (Clarence Street) or back gate (Sheehan Street), keeping to the 2 metre distancing rule</p> <p>Students will be in bubbles of no more than 10 with two teachers</p> <p>We would ask that your child bring their own device if possible, with headphones.</p> <p>The school is providing each student with their own hand sanitiser</p> <p>We encourage all parents/caregivers not to visit the school</p> <p>You will need to provide your child with their own lunch and water bottle as our tuck shop and water fountains will not be available.</p> <p>If your child poses a safety risk by not following our strict alert level 3 health and safety procedures, you will be contacted and your child may be required to remain at home</p> <p>Bubbles can not interact with each other</p> <p>If you have a child that was part of another bubble during lock down, please notify the school to assist us with placing students in their bubble.</p>

Ponsonby Intermediate Curriculum Pathway

What does the ‘Ponsonby Experience’ look like in Term 2 with our Remote Learning Programme?

“Articulate, energised achievers; ready for the future”

School-wide SMART Goal: Be organised, and give it a go!

<p>English</p>	<p>Focus: Developing our creative writing skills by providing writing prompts and experiences to encourage students to explore and experiment with language.</p> <p>Year 7 Big Question: What makes a great story? Year 8 Big Question: How does poetry enrich our lives?</p> <p>Learning Intentions: Purposes and Audiences Show a developing/increasing understanding of how to shape texts for different purposes and audiences. Language Features Use language features appropriately, showing a developing/increasing understanding of their effects. Structure Organise texts, using a range of appropriate structures.</p>
<p>Maths</p>	<p>Focus: Mathematics in real life.</p> <p>Our remote learning package has a focus on real life Mathematics. The students will complete a range of Mathematical projects based on this concept such as bedroom makeovers and owning their own pet. The students will learn a range of skills that will assist them with this including finding the perimeter and area of shapes. Problem Solving is also a focus of this term, again tying into real life Mathematics. Students will also complete work on Education Perfect in relation to individual students’ gaps and revision from Term 1.</p>
<p>Science</p>	<p>Focus: Planet Earth and Beyond: Climate Change. Big Question: Why is climate change happening and how is it affecting life on Earth?</p> <p>Our ‘online learning’ focus remains very similar to our class focus. However, due to logistics the experiments will not be conducted in quite the same way. Some of the experiments will be posted online and students can give them a go at home. All the</p>

	<p>experiments that have been selected are what are termed 'kitchen science', hence the materials can be found at home. There will be a number of research projects that cover for example, energy - renewable and fossil fuels. A number of documentaries will also be uploaded, these documentaries have a questionnaire attached. Each particular topic covered will have a FAQ sheet, this is to enable students to gain a basic knowledge of what is being covered, the activities supplied will hopefully give students an understanding of the topic studied. Please remember the work provided is voluntary.</p> <p>Focus: Chemistry Big Question: What matter makes up our world?</p> <p>The Remote Learning Programme for Chemistry in Term 2 will focus on making Chemistry accessible, interactive and enjoyable for students at home. Over this term, there will be a variety of experiments, student-led projects, and online videos and tasks for students to complete. New learning will be posted weekly but will not have a deadline. This is so students can complete the tasks at a pace that suits their needs.</p>
<p>Learning Languages</p>	<p>Focus: Basics of Japanese, building language knowledge, communication skills and gaining geographic and cultural knowledge.</p> <p>The Remote Learning Programme for Learning Languages in Term 2 includes tasks to help students practise and revise their learning in Term 1. These include recognising and writing Hiragana characters, numbers, family members and making use of the vocabulary in various sentence structures to be used for self-introductions and basic conversation. In a student-led project, they will investigate and research one of the 47 Prefectures of Japan. They can choose the prefecture they have an interest in and continue the task at a pace that suits them. The project's criteria and links of websites and videos are provided as a starting point.</p> <p>Students have access to resources to learn other languages on the 'Education Perfect' online platform using their login. They may choose to independently pursue learning another language of their choice on top of the assigned learning.</p>
<p>Social Sciences</p>	<p>Focus: Making Connections, past and present</p> <p>Through remote learning we are making connections to our family and its history in order to understand our personal connections and what makes us who we are. This will lead students to their Passion Project where they will make connections to events, people or times in history that relate to their families past. It is therefore helpful if students can be encouraged to interview two relatives so that they can continue the process to include historical events in the coming weeks.</p>
<p>Visual Art</p>	<p>Focus: Expressing ourselves mindfully and finding inspiration from our environment</p> <p>The Remote Learning Package for Visual Arts invites students to engage with their surroundings as a way of inspiring an artistic response and practising mindfulness. They will develop skills relating to composition by looking for perspectives from within the home and local environment. Students will be encouraged to use a variety of media depending on what they have at home including photography, drawing and painting. The</p>

	<p>programme will also look at how local artists respond to their environment and are inspired to create visual works. Throughout, they will have opportunities to nurture well-being through art based tasks.</p>
Music	<p><u>Focus:</u> Expressing Ourselves and Making Connections</p> <p>Music is a wonderful way of connecting with ourselves and others. Through engaging with music we are mentally and emotionally stimulated. The activities presented during this time of remote learning are designed to make students more inquisitive about where music comes from. By exploring different genres through various listening activities, and by exploring how music is created through using different methods such as singing, playing and reading we can gain a deeper appreciation of the value of music. These activities will hopefully promote a curiosity and anticipation for the Term 2 music program once it resumes back at school. For students who already play an instrument or are keen to learn a new one this is a golden opportunity to enrich skills.</p>
Performing Arts	<p><u>Focus:</u> Expressing Ourselves and Making Connections</p> <p>Performing Arts allows us to express who we are and gives us opportunities to develop the confidence to express ourselves authentically and find “our voice”. Performing Arts is all about telling stories; our stories. Essentially, Performing Arts gives us opportunities to connect and communicate with each other; a need that we all have as human beings. During this time, our need to do that is even greater as we lose face to face contact. Students are being given tasks that will help them explore who they are and how they express themselves during this time. Some students will find some of the tasks uncomfortable or challenging, or simply “not their thing” but I am encouraging students to give tasks a go to develop their confidence or simply to get them out of their comfort zone. Nothing is compulsory but I encourage all students to try out some new things in the safety of their home. I am the only one who will see any of the tasks. Happy connecting and communicating!</p>
Technology and Design	<p><u>Focus:</u> Research, Design and Create</p> <p>During remote learning we will be focusing on most of the design and textiles methodology that would have been covered in the classroom. Our focus is on the practical parts of DAT, these are: tie-dying, knitting, weaving, costume drawings, researching brands and logos, pattern making and hand sewing. I encourage parents to get a simple hand sewing kit, if you do not have one already. This will help students practise and improve their hand sewing skills. I have planned fun and easy activities the students are able to complete in the comfort of their homes.</p>
Exploring Technology	<p><u>Focus:</u> Exploring coding, 3D design and photography skills</p> <p>During our Remote Learning, we will be looking for creative ways to take good photos with our Photography Challenges. Students will be exploring different coding languages, working at their own level and participating in weekly challenges. Students will also be encouraged to explore the world of 3D design, creating models and completing task challenges, for house point glory.</p>

<p>Physical Education</p>	<p>Focus: Respecting our bodies and minds through Physical recreation/activity.</p> <p>During such times as these, conventional sports and game sense activities are making way for a more holistic and well-being centred approach to physical activity. We need to remember that our Physical Well-being is one of our 4 dimensions of Whare Tapa Wha and can heavily influence our Mental, Spiritual and Social well-being. Our main objective is to provide students with some motivation to keep moving and to keep active, as this provides numerous benefits for their overall well-being.</p> <p>Students have been issued with an Activity Log and ideally they are doing something each day which they can record. It could be as simple as a walk around the block, a bike ride (all while remaining safe), practising their chosen sport if possible, or creating a boot camp.</p> <p>On top of this we will be providing the students with challenges and activities which they should be able to do within their bubble.</p>
<p>Health</p>	<p>Focus: Relationships with Others and Healthy Communities Big Question: “How do Relationships with Others influence and contribute to Healthy Communities?”</p> <p>During our Remote Learning, students will focus on leadership and teamwork to explore the qualities and characteristics of these relationships. Students will also look at identity and the influence of good role models; we will also delve deeper into what values are in our home, at school (GEMS) and the wider community. Students will continue to link all elements of Hauora - physical, mental/emotional, social and spiritual wellbeing within their learning of this topic. Considering these very unusual, trying times we’re experiencing now, I’m confident our students will embrace their learning to gain a better understanding of how good relationships contribute to healthy communities. There will be a variety of activities that will provide opportunities for students to share their opinions and feedback with family/whanau bubbles, encouraging conversations and student voice!</p>
<p>Home Economics</p>	<p>Focus: Cooking with what you have and budgeting</p> <p>Students will look at ingredients that are available in their pantries and fridges and utilise what they have to create nutritious, healthy meals for themselves and families. They will also look at the budgeting side and work within their means.</p> <p>Students will also look at the history of certain foods (such as ANZAC biscuits) and understand why such food items were rationed and the longevity of certain food items.</p>
<p>ESOL</p>	<p>Focus: Reading comprehension and grammar.</p> <p>ESOL students are encouraged to continue at their own pace, using the online programs that they have been introduced to in Term 1. They have logins and access to the ‘Read Theory’ and ‘Educational Perfect’ online learning platforms.</p>

Supporting children and young people with worries about COVID-19



Advice for parents, carers and people that work with children and young people

This is a time of uncertainty and a lot of children and young people will be feeling anxious and worried about what is going on. This is a normal response to the situation and below we offer some advice about what adults can do to help and support children and young people.

There is a lot of information becoming available - this is great but may also be confusing, so we have pulled together some advice and some of our favourite links in to one place. We hope this will be helpful.

Given that the situation is changing rapidly at the moment we will make updates from time to time which you will be able to find here: <https://emergingminds.org.uk/resources/>



Look after yourself

It is understandable if you are feeling anxious and worried yourself at the moment and you may have some very difficult challenges to negotiate. Do look out for things that help you to cope. This will make it much easier for you to be able to respond in the way that you want to when talking to children and young people.

There is some useful information aimed at adults here:

<https://www.psy.ox.ac.uk/covid-19-our-mental-health>

<https://www.rethink.org/news-and-stories/blogs/2020/03/managing-your-mental-health-during-the-coronavirus-outbreak/>

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

Keeping healthy habits

Where it is possible to do so, try to maintain normal routines as much as possible- for example, in relation to eating, sleeping, studying and playing or downtime. Routines help children and young people to feel safe. Getting outside in nature can also be beneficial. There is evidence that contact with nature boosts mood so, as long as medical advice permits, try to spend time outside with children and young people. If they are not able or do not want to leave the house, encourage them to get some exercise at home – there are lots of free apps or videos available on YouTube.



Watch out for getting caught in vicious cycles

There are some behaviours that it might be easy to get in to at this time that can make anxiety worse in the long run, such as:

- Avoiding things (e.g., a parent sleeping in the bed with their child instead of them sleeping on their own)
- Withdrawing from other people
- Constantly googling for information
- Spending a lot of time talking about worries
- Being on the lookout for danger
- Checking (e.g., looking at news updates a lot)
- Being in your head a lot thinking about things rather than fully doing things
- Washing hands at a level that goes well beyond the medical advice

Be on the lookout for these and other behaviours, and encourage children and young people to notice what helps (not just in the immediate short-term) and what ends up making them feel more anxious. Later on, we'll

give you some ideas about how you might help them to deal with these behaviours in order to break any vicious cycles that they might have inadvertently ended up in.



Responding to children and young people

Children and young people will also be looking to the adults around them for clues on how they should be responding and whether they should be worried so do try to keep your responses in check during conversations with children and young people. This is not to say that you need to hide your anxiety, to the contrary, it is important to help children recognise that a certain amount of anxiety and stress is normal and to see how to deal with it (e.g. “When I am worried about this I like to call my friend, shall we call your friend to talk to them?”, or “When I’m worried I like to watch a funny TV programme to take my mind off it, what TV programme would you like to watch”?). It is ok for them to know that adults worry too but they will feel more scared and find it harder to share their worries if they see adults feeling overwhelmed.

Talking about worries

It is good to talk about worries and listen to children and young people’s concerns. Try to make time and space for children and young people to talk to you. They won’t always let you know that they want to talk so look out for signs, such as them staying closer to you than usual.

When to talk

It is great if you can talk to children and young people at the time that they raise worries, as clearly they are feeling able to talk at that time. But we know this is not always possible and it is important to talk at a time when both you and they are not stressed, busy or tired. It can also be helpful to try to avoid discussing worries immediately before bed as things often seem scarier and more worrying at bedtime. If children raise worries or concerns at these times let them know that you have heard their worry and that you definitely want to talk to them about it and agree another time to have the conversation (and stick to this plan). Then perhaps come up with some other things that they can switch to thinking about instead of engaging in worrying.

How to talk

Key characteristics of situations that create worry and anxiety are a heightened sense of uncertainty, potential threat, and responsibility, and a reduced sense of control so it is easy to see why our current circumstances are fuelling anxiety. So, in conversations with children it is important to help them to:

- a. Recognise that is understandable to feel worried or anxious

- b. Develop an accurate and realistic understanding of the situation
- c. Recognise simple, practical things that they can do, but also to be clear about the limits of their responsibility

Here are some steps that may be helpful:

① Be curious and acknowledge their fears and worries

Start with 'open questions'. These are questions that can't be answered with a simple 'yes' or 'no' (e.g. "What makes you feel that way?"; "What have you heard about the virus?"; "What are your worries about this?"). Older children may have picked up information online or through friends, so do explore what sorts of things they have been hearing. This will all help you to understand any fears and worries that they have.

Acknowledge how their thoughts must be making them feel. Try not to minimise or dismiss worries (e.g. "It will be fine!", "Don't be silly"), as this can lead to young people feeling that their concerns are not being taken seriously which may make them reluctant to talk about rather than feel able to come back and share thoughts or ask questions in the future (however silly they may seem). It is also hard to control what thoughts pop into our heads, so rather than saying "Don't think about it", encourage them to notice the thought but try not to engage in it (e.g., "There's the annoying worry thought again, what can you think about instead?")

② Help them to feel understood and that their worries are normal

Acknowledge that it is an anxiety-provoking time for everyone and that it is normal to feel worried. For example, if a child is worried about their grandparents you might say "I can see that you are worried about your Grandma and Grandpa, I am a bit worried about them too" and then follow with points 3, 4 & 5.

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.



③ Gently correct any misunderstandings that they may have

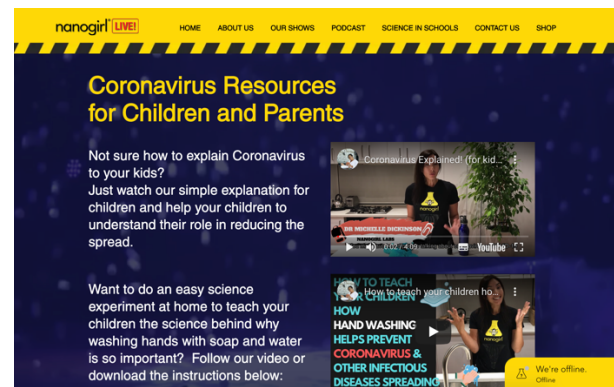
After noting their worries and showing that you understand, you can gently share facts to correct any misunderstandings (e.g. a child may think that because the virus is in their town everyone is going to die, you can respond by saying “I can see you’re scared that someone down the road has the virus, and it isn’t very nice knowing someone who lives near us is ill, but that doesn’t mean that we’re going to die and, in fact, most people who get it just get a fever and a cough”).

Keep the conversation fact-based where you can (e.g., that most people get mild symptoms and recover within a few weeks; that pets are not affected). Draw on information from recommended, reliable sources that are **appropriate to your child’s age group** and research the news together (see links below).

If you don’t know or can’t find the answer, then **it is fine to say that you don’t know**. There is a lot of uncertainty at the moment and it is impossible to answer some of the questions that young people will ask. Rather than trying to remove all the uncertainty for them and find answers to all of their questions, it can be helpful to explain that there are things we don’t know and that it is ok to not know. You can then reassure children by explaining that the adults around them will take care of them and that scientists and doctors are working hard to find out how best to help.

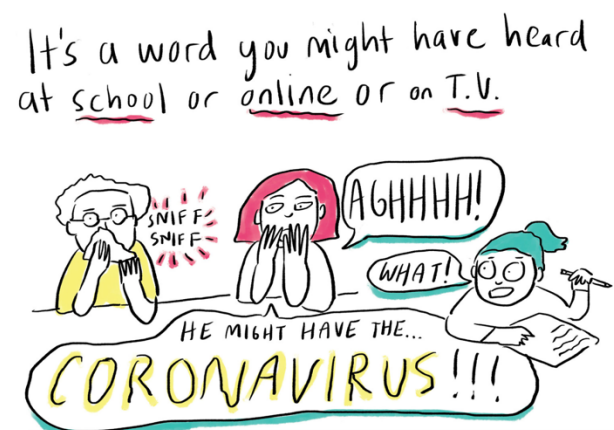
For younger children

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:



<https://www.nanogirllive.co.nz/coronavirus-soap-experiment>

This **comic strip** provides a visual explanation of the COVID-19 outbreak and what we can do to stop it’s spread:



<https://www.npr.org/sections/goatsandsofa/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1584457518291>

For school aged children

BBC’s Newsround has a COVID-19 website featuring a range of stories and videos on the outbreak:

<https://www.bbc.co.uk/newsround/51204456>

These include:

Facts and Myth-busting

<https://www.bbc.co.uk/newsround/51387017>

Newsround advice on how to manage worries about COVID-19

<https://www.bbc.co.uk/newsround/51911025>

For older young people

The World Health Organisation has released this video containing facts about COVID-19 and ways in which the spread can be prevented:

<https://www.youtube.com/watch?v=mOV1aBVYKGA&t=216s>

The Centre for Disease Control has produced a 1-page COVID-19 fact sheet:

<https://www.cdc.gov/coronavirus/2019-ncov/about/share-facts-h.pdf>

4 Help your child to be able to feel in control where they can (and highlight why that is good for others too)

E.g. “There are lots of things that we can do to protect ourselves and help other people, like washing our hands, and offering to buy groceries for people.”

Some of the resources above give useful child-friendly information on keeping ourselves and others safe.

5 Be clear about the limits of children’s responsibilities

Let children know that the government, the health service, scientists and many others are working very hard to keep people safe. That is their job. There are some specific resources at the end of this document for when people experience problems with obsessions or compulsions (where it is particularly common to people to feel responsible for something bad happening, like passing on germs to other people or getting sick themselves).

6 Highlight the good things

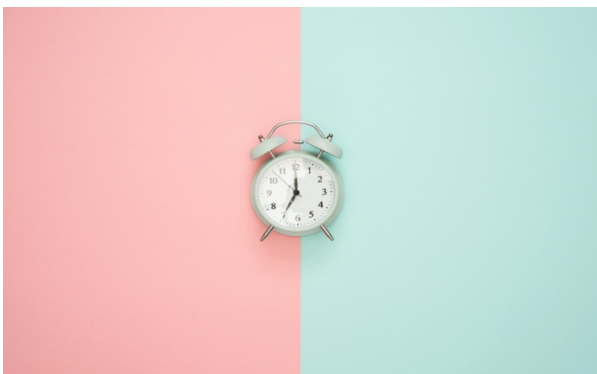
Whilst it is a genuinely challenging time, do help children to recognise the positive things that are happening. E.g. “There are lots of people working hard to keep us all safe, for example the doctors and nurses at the hospital, the scientists finding a vaccine, and even us by washing our hands!” Point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



7 Find ways to deal with worries

It can be easy for every waking hour to be dominated by worry, particularly with the constant access we have to news. Limit children's unsupervised exposure to the news. For example, you could introduce a "news time" when you look at it or listen to it together and discuss what comes up. For older children, if they are getting unhelpful information via social media, then could they experiment with limiting how much time they spend on it or what they look at? If they are talking to friends about it a lot, could they limit these conversations and instead try to talk about other things?

Help children and young people to think about whether the worry is something they can do anything about, or not. If it is not something that is under their control it will be important to gradually learn to tolerate that worry and focus on other things. This is obviously a tricky thing to do, but one way to help children feel confident that their worries will be dealt with, and also get in to practice of keeping them under control, is to introduce a "**worry time**" where you agree a time each day where you can sit down for a certain amount of time (max 30 minutes) and talk through the worries in turn. Your job is mostly to listen and empathise.



When children and young people start to worry outside of "worry time" ask them to record their worry and assure them it will be addressed at "worry time". This can also help children notice that sometimes things that seem like big worries, don't seem such a problem after some time has passed.

8 Take practical steps to feel less worried

Earlier on, we talked about the vicious cycle of anxiety and that some behaviours that seem helpful can end up making the problem worse. We've talked about ways to deal with the worries. Also look out for behaviours like checking, being on the alert for danger or washing hands in a way that goes beyond the medical advice. Encourage the child or young person to experiment by reducing these behaviours – perhaps in line with what a trusted friend might do? What would their friend recommend in terms of how they wash their hands or the amount of time they spend in their head thinking about this all? Sometimes there might be some practical steps children and young people can take. For example, if worries relate to others (e.g., grandparents or a friend with a underlying physical health condition), encourage them to do things that make them feel more connected to those people when they are not able to see them in person, e.g., texting, phoning, using skype/facetime, writing a note, making a card, sending them something through the post.

Where anxiety is persistent and getting in the way of life



Inevitably some children and young people will find this more difficult to deal with than others. Some young people may already be struggling with anxiety difficulties and the current situation may have exacerbated pre-existing worries. If you are concerned about a child or young person and their anxiety is persistent and getting in the way of their lives (e.g., their sleep, schoolwork, friendships or family life), then they might need some professional help. Your GP will be able to advise further.

Other Helpful Resources:

Talking to children about COVID19

To read:

UNICEF's 8 quick tips for talking to children about COVID-19

<https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>

NHS Trust) has produced some tips and advice on how to talk to your child about their COVID-19 anxieties

<https://www.flourishingfamiliesclinic.nhs.uk/How%20to%20Talk%20to%20Children%20about%20COVID.pdf>

The National Association of School Psychologists have produced a resource for parents for talking to children about COVID-19 anxieties

[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

Wandering Minds of a Psychologist explains why it is important to talk to children about COVID-19 and provides concrete examples of things to say/ questions to ask

https://wanderingmindofapsychologist.com/2020/03/06/how-to-talk-to-kids-about-coronavirus/amp/?_twitter_impression=true

The Guardian has published providing advice on both how to talk to your child about COVID-19, and what to cover

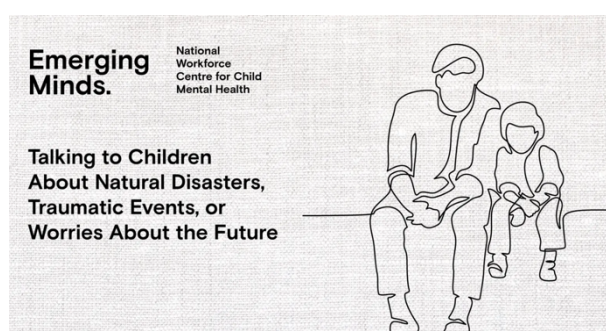
<https://www.theguardian.com/commentisfree/2020/mar/02/stop-a-worry-becoming-catastrophic-how-to-talk-to-your-kids-about-the-coronavirus>

To watch:

BBC Radio 4's Women's hour covered a discussion about how to talk to children about COVID-19

<https://www.bbc.co.uk/sounds/play/p085rjkm>

This **Vimeo** provides tips and advice about how to talk to your child about natural disasters and news events



<https://vimeo.com/394049129>

Dr. Ehrenreich-May is a child psychologist who has produced a Vimeo outlining three tips for talking to your child about COVID-19

<https://vimeo.com/398065042?ref=tw-share>

The Child's Mind Institute has published a video providing advice on talking to children about COVID-19



<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

Resources for teachers and others working with children

The National Association of School Psychologists has a resource preparing mental health professionals in schools for infectious disease epidemics and outbreaks

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/preparing-for-infectious-disease-epidemics-brief-tips-for-school-mental-health-professionals>

UNICEF has published advice for teachers

<https://www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19>

The Centre for Disease Control's general principles for parents, teachers and any other professionals working with children

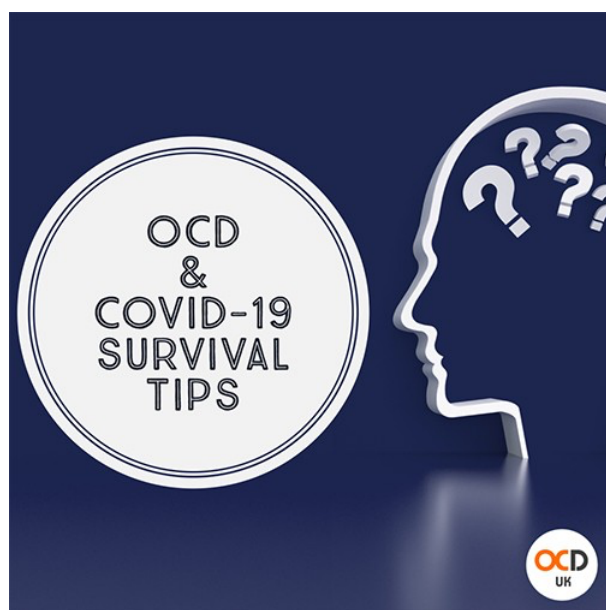
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/talking-with-children.html>

The British Psychological Society have published some tips talking to children about COVID-19 concerns. It refers to "your child" but the tips and strategies are the same for any adults working with children, not just parents

<https://www.bps.org.uk/news-and-policy/bps-highlights-importance-talking-children-about-coronavirus>

Resources for children and young people with specific needs

Helpful tips on managing OCD symptoms and dealing with handwashing during outbreak from OCD-UK (aimed at adults but also suitable for teenagers)



<https://www.ocduk.org/ocd-and-coronavirus-survival-tips/>

The international OCD foundation has published advice for parents of youth with OCD

<https://iocdf.org/covid19/talking-to-kids-about-covid-19/>

Additude has published some advice for parents of children with ADHD

<https://www.additudemag.com/explain-coronavirus-covid-19-anxiety-adhd-child/>

Anna Kennedy Online has provided some advice for parents of children with ASC

<https://www.annakennedyonline.com/autism-and-coronavirus-advice-for-parents-by-rosie-weldon/>

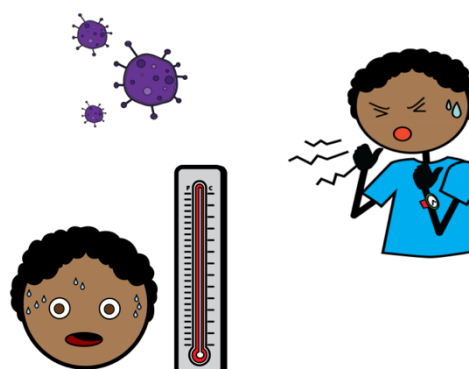
Advice for reducing the impact of routine disruption for those with ASC

<https://themighty.com/2020/03/covid-19-autism-routine-disruption/>

Social story about COVID-19

WWW.LITTLEPUDDINS.IE

The Coronavirus is a virus that can make people feel unwell.



<https://theautismeducator.ie/wp-content/uploads/2020/03/The-Coronavirus-Free-Printable-.pdf>

Mencap easy-read

<https://www.mencap.org.uk/sites/default/files/2020-03/Information%20about%20Coronavirus%20ER%20UPDATED%20130320%20SD%20editsAH.pdf>

General information about helping children manage anxiety

Creswell, C. & Willetts, L. (2019). *Helping Your Child with Fears and Worries, 2nd Edition*. London: LittleBrown.

This is a book for parents about how they can help their anxious child and includes lots of tried and tested strategies.



Self-isolating

Dr. Ehrenreich-May has produced a Vimeo on dealing with strong emotions when self-isolating with children

<https://vimeo.com/398401539>

BBC Bitesize advice on learning at home

<https://www.bbc.co.uk/teach/five-ways-to-keep-your-kids-learning-at-home/z4966v4>

BBC Bitesize has a range of home education activities

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

10 indoor activities for children if self-isolating

<https://www.babygaga.com/coronavirus-self-isolation-quarantine-activities-for-kids/>

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