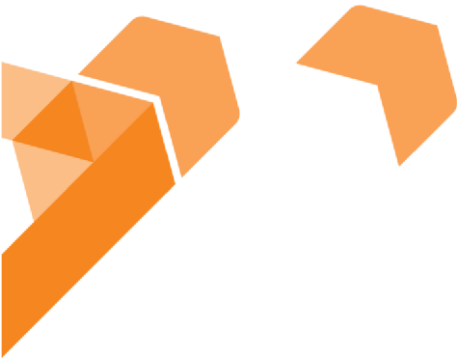


CAMHS Early Intervention Activity Pack: for the school staff to support learners.

JANUARY 2021

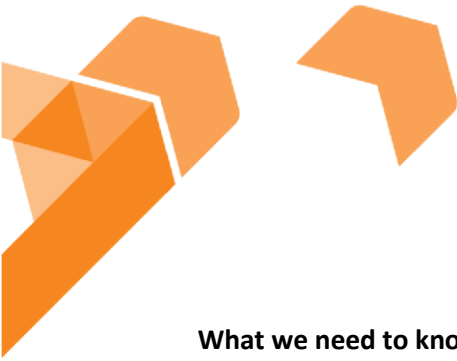




Resource Pack for School

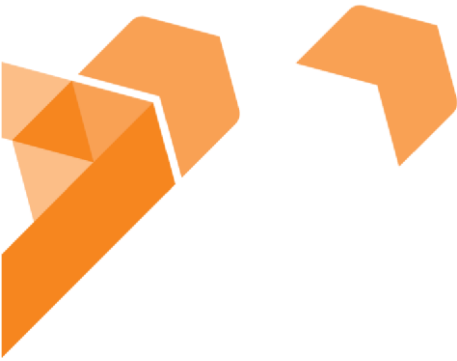
In response to the school's request this resource pack has been developed to contain activities and resources that may help learners deal with frustration during homeschooling, as well as build their resilience and feeling of safety during current health crises.

This pack contains individual activities. You can use the table of contents to refer to your activities of interest, and, in the end, you will find a list of useful resources for your reference. We will continue to update this activity pack and will send you an updated version. We hope you will find this information helpful.



Contents

What we need to know.....	3
Affirmation Jar	6
Achievement record.....	6
Confidence mind mapping.....	7
Calm Down Kit.....	8
Change Cloud.....	9
Object Stories.....	10
Support Mapping.....	12
Support Chain.....	13
Helping hands.....	13
Show and Tell.....	14
Grow a plant/bulb.....	15
Dream catchers.....	16
Dream Jar.....	16
Colours chats.....	17
Projects.....	18
Child-friendly mindfulness.....	19
Grounding techniques	20
Resources and references	21
Pictures	23



What we need to know

During crises like this pandemic children and adolescents are especially vulnerable groups. The reaction of these age groups to a disaster like this pandemic depends on their own psychosocial developmental stage; their individual characteristics; their degree of emotional and affective dependency on adults and their previous experiences. Children and young people often respond differently than adults to difficult events like pandemic. This is because their brains do not process information and events like adult brains. Moreover children and young people don't have the life experience and rationality to fully comprehend some events. For instance, most young children do not understand that death is permanent.

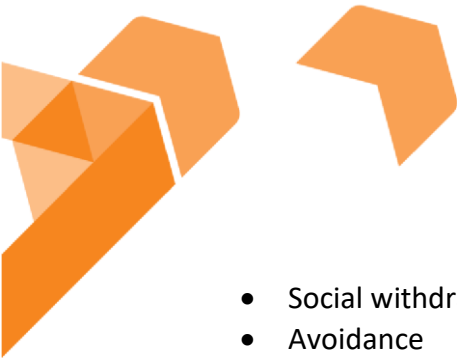
Children and young people are sensitive to how a disaster affects families and communities. Children are affected by an adults' response to an event. An overwhelmed adult frequently leads to a distressed child/young person. Emotional or behavioral disorders manifested by caregivers/adults increase a child's feelings of insecurity and fear, making long-term emotional and behavioral disorders more likely. Therefore, we need to consider how we support parents/careers and adults that are involved in care of children and young people to increase their resilience and reduce the risk.

It is vital to remember that children and adolescents' reactions to the current pandemic will vary widely, depending on circumstances such as:

- The extent of exposure.
- The amount of support during, and after, the pandemic.
- The amount of personal loss and social disruption.

In the aftermath of this pandemic, an emotional response is expected and can be considered a normal reaction to an abnormal situation. Some of the behavioural changes can include:

- Regression to behaviours like bed-wetting, thumb sucking and baby talk
- Increased separation anxiety (e.g. not wanting to sleep alone or go to school)
- Tantrums, challenging behaviour /disruptive behaviour
- Changes in sleep and appetite
- Acting immature or younger than their age
- Avoid talking about unpleasant things
- Clinging and dependent behaviours
- Emotionality, fear, increased anxiety, depressed mood
- Increased inattention
- Lack of motivation
- Changes in appetite
- Lack of enjoyment (anhedonia)



- Social withdrawal
- Avoidance
- Hypervigilance
- Hypovigilance
- Increased risk-taking activities
- Acting like there is nothing good in the future

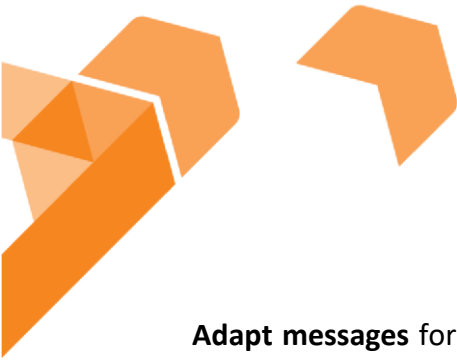
How can we help:

Creating routines. Creating a sense of predictability is an important way to support children's development during a new or challenging situation, as well as helping them to feel less anxious by allowing them to experience some certainty and therefore feel more grounded and secure. Routines or schedules are an excellent way to create a sense of predictability for both parent and child. Many parents may feel overwhelmed with the demands of homeschooling and working. The individual circumstances of each family will be different; therefore, if your school doesn't provide full-time online lessons via an online platform, you should allow the family freedom with how to arrange their child's or children's learning. You may offer them some suggestions about what they could do, but let the family decide what suits them best and schedule their activities during the day. Be prepared for the inevitability that some children may produce less work than they usually would at school. It has been reported that elevated parental stress is a risk factor for child abuse; subsequently, if the parent is stressed, the child will likely be stressed too. Therefore, try to reduce the pressure by lowering expectations. Expect that some homework will be completed, for example, maths and English, and perhaps the child can engage in a creative activity for the rest of the day and maybe read a storybook with the parent during bedtime.

Help Children with Feelings and Behaviors. When children go through a difficult time like a current pandemic, they need extra attention and support from their parents. It's critical to be patient with upset children who may have outbursts. It's also important to maintain the family rules about behaviour the same, if possible. When children don't have clear boundaries and limits for their behaviour, they may feel unsafe and more anxious.

The basis for helping children is to spend time with them, give them attention and offer them praise when they are doing things you want them to do and ignore the behaviours you would like them to stop doing (if it is safe to ignore), and talk with them in the way that enables them to share with you what they are thinking and feeling.

Foster attachment and consistency. Identifying a couple of adults (in case one is not in around) who can provide a frequent and predictable connection, such as through a daily/ weekly phone call, morning check-in, or online activities. This can help restore and increase the child's sense of security and normalcy.



Adapt messages for and with a full range of children, including infants, young children and adolescents and provide learners with appropriate information. Age-appropriate honest explanations about what's happening and what to expect are an important part of helping children and young people feel safe and process traumatic experiences.

Connection. Help learners and young people to keep in touch with family, pupils, friends and school staff. If children cannot interact with peers, they may feel isolated or lonely and have limited opportunities to practice social skills. Adolescents are starting to find their place in their peer groups. Crises like COVID-19 can disrupt social networks.

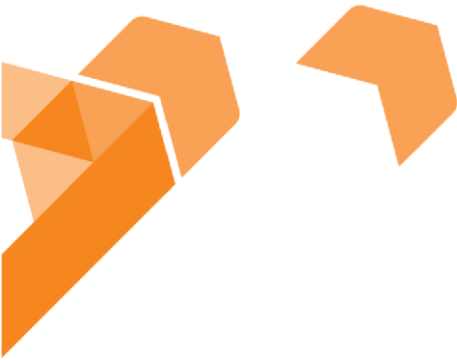
Practicing coping skills is important, even for young children. Teaching learners to practice taking deep breaths and to think positive thoughts can go a long way in helping learners feel calm.

Productivity. Children aged 7 and above have growing capacity of how they can contribute to their home or community. Finding ways to help others during a crisis can provide older children and young people with a sense of purpose and provide sense of achievement.

Encourage Play. Play is fundamental to how children develop problem solving skills. Moreover, in times of uncertainty, playing is one of the most important things for coping with stress and anxiety.

Sleep, nutrition, exercise. Those three things are vital for wellbeing. A study conducted during the beginning of the pandemic suggests that children who exercise and went to bed earlier and had longer sleep durations had fewer psychosocial problems, therefore **direct learners** towards healthy behaviours. Encourage learners to eat nourishing foods and get enough sleep at night.

Look after your own mental health and well-being! Contained adults are in a better position to support learners; therefore, look after your mental health and well-being.



Affirmation Jar

The aim is to help children boost their confidence.



Materials: Jar, paint, ribbons, stickers, etc.

Children can use ready-made affirmation cards that fit into the jar (examples attached), or they can make one.

Steps:

1. Decorate the jar using paints, stickers, labels, and ribbons. Each child will have their own idea about how to decorate the jar.
2. Make several different affirmation cards with different statements that would help boost children's self-esteem when they feel frustrated because they can't do schoolwork.
3. Cut out the affirmation cards after you have printed them or write them on paper.
4. Place the affirmation cards in a jar. Fill the jar to the top with the affirmation cards.
5. When a child feels that they can't do it, they can reach into the jar and read the affirmation.

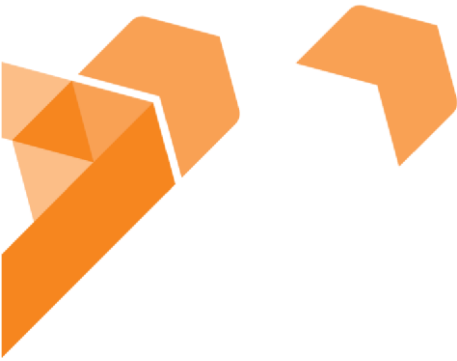
Note: The most powerful affirmations are those that have been achieved. For example: "You say to yourself that you can't complete this task, but can you remember when you were learning to ride a bike? You thought you could never do it, and now you are such a good rider."

You can also ask pupils to make affirmation cards for their classmates and email them to the school, who will forward them to the correct pupil.

Achievement record

The idea of this activity is very similar to an affirmation jar.

Instruction: Ask learners to write down a positive event, such as an achievement, a challenge they have overcome, or something new they investigated, in a journal or on a slip of paper and keep it in a jam jar, shoebox, or envelope, etc. The idea is that they can look back and see what they have achieved and how they have grown. Parents/carers can contribute by commenting on positives.



Confidence mind mapping

This activity offers them creative space and assists in boosting their confidence.

Steps

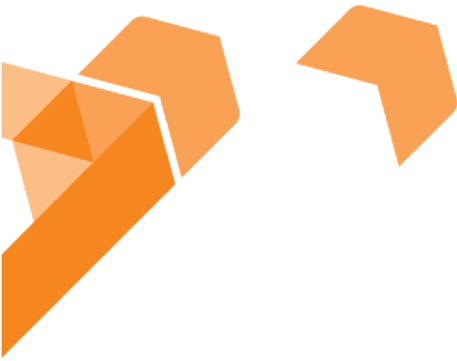
1. First, ask learners to put, in the centre of their mind map, the punchline, “Why I am great.”
2. Then, ask learners to draw several arms from the centre and indicate on each arm why he/she is a good child, friend, learner and individual.

This exercise, in creating a personal confidence mind map, is really helpful, as noting their positive sides will allow their positive traits to emerge.

Some learners may find it difficult to identify their qualities. Still, they can ask their family, friends and school staff to let them know what qualities or positives they see in them – for example, a lovely smile, lovely eyes, being helpful, being kind to others etc.

Note: The alternative to mind mapping would be to cut out hands with the above and create a bunting from it.





Calm Down Kit

The focus of the activity is to create a kit with a shoebox or other kind of box, where a learner can paint or colour the box and put items in that help him/her calm down.

What to Put in a Calm Down Kit: Remember, although children are similar, no child of the same age is the same or has exactly the same experiences. You may offer suggestions about what to put into the box. Still, you want to prompt learners to think about what they are already doing when they have difficult emotions, such as frustration, sadness, or confusion that may be helping them. This way, they are engaged, and this should help them make a list of items that they would want to include. The more the learner is involved, the more likely they will be to utilise the box.

Materials:

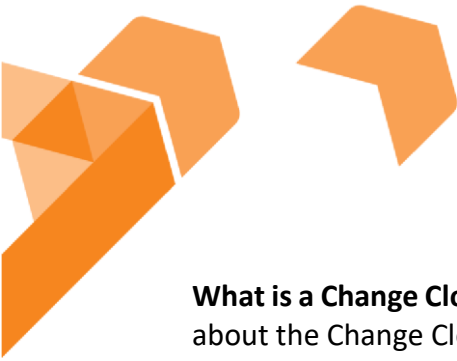
- Box (think old shoebox, treasure chest, etc.)
- Markers, coloured paper, stickers, etc. for decorating
- A list of items to include

Allow the learner to decorate the box; this will encourage ownership of the box. Once the box is ready, fill it with items, and practice!

Note: You may also have a special show-and-tell session where children can show their boxes and share with other pupils how and when they used them and how it was helpful.



Change Cloud



What is a Change Cloud? You can use the text below to guide your conversation with children about the Change Cloud. Modify to address their situational and developmental needs.

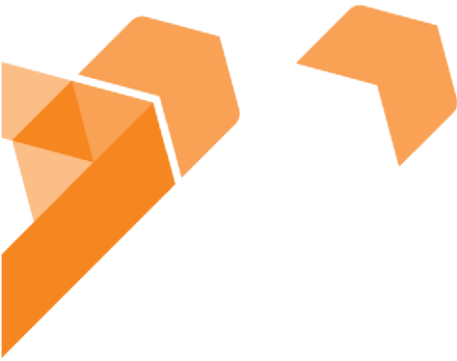
We're going through some changes because of transition, event, or because of disruption. I want to talk a bit about how these changes make you feel. To help us, let's pretend transition, event, or cause of disruption is a cloud. Some clouds pass quickly and some stay for very long time. Some clouds bring changes that we can manage easily, and some clouds bring changes that are really hard and we wish would go away. Let's make a cloud to represent transition, event, or cause of disruption. What kind of cloud should it be? What does your cloud look like, sound like, feel like?

Suggested Reflection Questions

- Does it feel like a big or little change?
- Was it an expected or unexpected change?
- Did it happen slowly or all of a sudden?
- Has it been around for a while or did it enter our lives recently?
- What things have changed? What things have remained the same?
- How do you feel about these changes? E.g., scared, worried, unsure, excited, disappointed, angry, sad, curious. *Note: You can use these resources to help identify different feelings-related words:*
 - a. [Emotions Wheel](#) (Source: Youth First Inc.)
 - b. [Feelings Tree](#) (Source: EASEL Lab)



References: This activity was copied—"Coping with Changes: Social-Emotional Learning Through Play" by The LEGO Foundation.



Object Stories

The example participatory activity is '**Object Stories**'. It has been adapted from "Moving Towards Children as Partners in Child Protection in COVID-19 Guide" for the purpose of this MOOC.

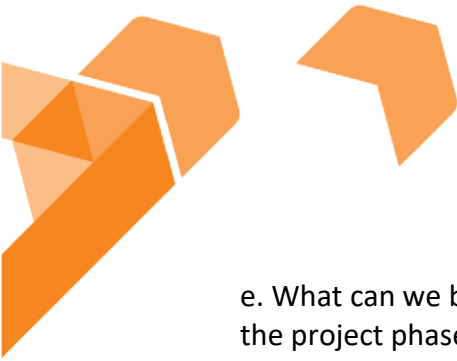
Purpose of Activity: To explore our safety and wellness through play and natural objects.

Materials: Play and nature objects, audio recorder, camera (for pictures of objects, not people), and personal protective gear (including masks, hand sanitiser and hand-washing stations) per local recommendations.

Age: Adjust for developmental stages of child participants.

Steps:

- Invite participants to go on a walk in their surrounding area (if it is safe to do so) and find an object related to play/nature that supports their feeling of safety and well-being during the COVID-19 pandemic (If this is not possible, ask children to bring something special from home).
- Pair child participants in a culturally appropriate and inclusive way.
- Ask each child to sit with their partner at a safe physical distance and share their story in three minutes without the other partner interrupting or asking questions.
- After 3 minutes, create space for the partner to ask questions.
- After the partners have discussed, invite the second partner to share their story in 3 minutes.
- After both partners have completed the activity, invite all participants to come back together in a circle (sitting at an appropriate physical distance).
- Invite each participant to briefly share their object story with the whole group.
- After participants have shared, lead a discussion using the following questions as a guide:
 - a. How did it feel to find a play/nature object that connected with your safety and well-being? Was it easy? Difficult? Why?
 - b. What were some of the themes that came out from our individual and collective stories?
 - c. What are some ways we can support our safety and well-being in our programmes?
 - d. What are actions we can take in our communities to support other children's feelings of safety and well-being?



e. What can we build on to support safety and well-being in the project phases? How can the project phase you are focusing on support children's safety and well-being?

Note: If using for Monitoring or Evaluation, modify the above questions to reflect on things that have supported children to feel safe and well during the programme. Explore changes from before, during and at the end of the programme.

Method 2: Remote adaptations for those with access to smartphone, computer with internet, phone without data, or regular mail/drop-off point

Video conferencing or smartphone: Before the group call, ask the children (via email, text, call) to find an object in their home or surrounding area (if safe to do so) that connects with their well-being or safety. On the video conference, invite participants to share their object by holding it up to the group. Invite anyone who is comfortable to describe their object verbally or via the chatbox.

Online forums: This activity can also be adapted to invite children to share their objects and stories on a private, secure online space and/or private blog posts. Children can be invited to post a picture of their object with a written or verbal description. Consider exploring the themes of safety and well-being through other approaches too, such as digital stories, songs, poems, collages and paintings.

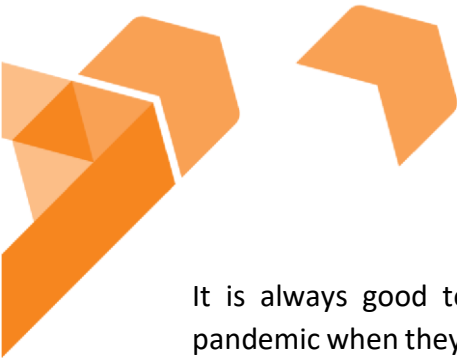
No internet and unable to meet in person: Co-create activity packages with children and adults that can be mailed to/dropped off (safely) at children's homes (Include postage for them to mail the packages back or provide a convenient location where they can drop it off). This way, they can safely complete the activity on their own.

Your Task: Review this activity and define what you like about it and what concerns you have about it. Share these with other learners using the discussion thread below.

Think about: Is it suitable for children in your context? What would you do differently? What's scary? What's exciting?

References: This activity was copied—"Coping with Changes: Social-Emotional Learning Through Play" by The LEGO Foundation.

Social Support Mapping



It is always good to help learners recognise their support network, especially during a pandemic when they may struggle with a mixture of emotions and their parent/carer may not be emotionally available to support them. Maybe the support that used to come from a teacher, counsellor or friend is not easily accessible due to remote schooling, and even for those in school, the usual friend might not be there. Social relationships are really important, and sometimes during difficult times, it may be harder for learners to talk and play with those they usually do. Therefore, it is good to understand who else is there that the learners feel able to talk to, as well as to help learners find a creative way of connecting.

Materials: Paper, markers, coloured pencils, stickers, etc.

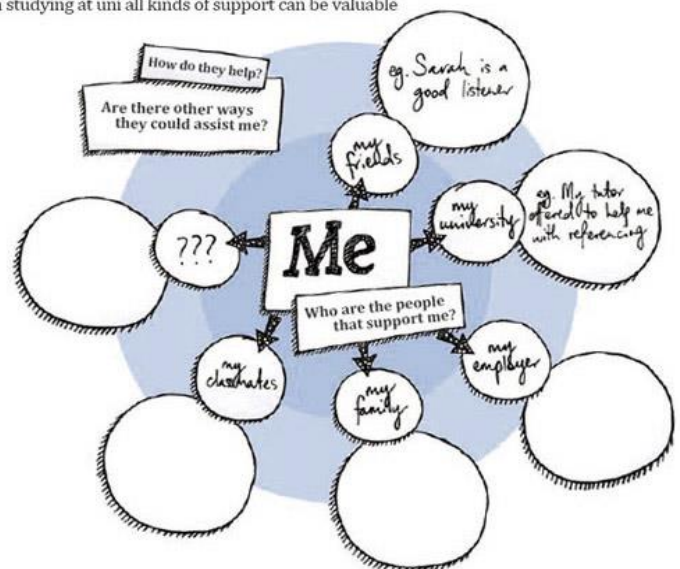
Ask the learner to write their names or draw themselves in the centre of a piece of paper.

Next, ask learners to write or draw individuals they are close to, those they can trust and rely on; for example, friends, a family member, a teacher, or other trusted adults

Underneath each person, learners can write or draw the characteristics that they like in those people. For example, are they kind, caring, etc.? You can also ask them what they like to do best with certain friends; for example, play, talk, share ideas, etc.

MY SUPPORT NETWORK

When studying at uni all kinds of support can be valuable

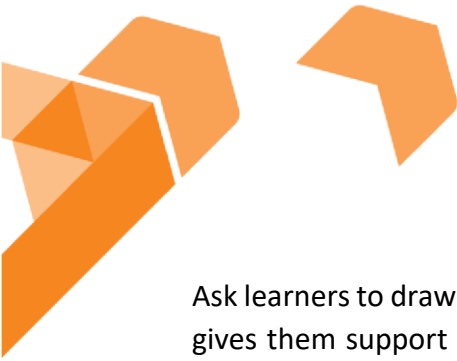


Reflection: During this exercise, it's essential to listen to the learner without active judgement. Encourage learners to reflect on the social map that they developed.

Ask open-ended questions such as: What do you like about that person the most? How can you talk to that person now; i.e., face-to-face, via telephone or online portal, child's support bubble, writing letters, etc.? You may also ask learners about an animal, activity or memory that makes them feel good.

Support Chain

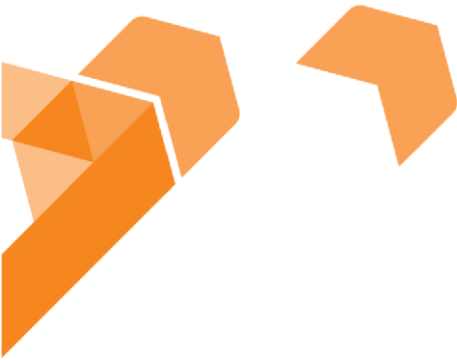
Support Chain: It's a very similar activity that helps children identify people, animals or activities that gives them support and helps them feel better.



Ask learners to draw a chain. On each link, a learner can write a person, animal or activity that gives them support and provides comfort when they are not feeling well. For example, my sister helps me with the homework, my mum's hugs are the best, my grandmother's cookies, my dog, reading, a helpline number, and so on. Encourage learners to look at the support chain when they want assistance and encourage them to think about what kind of support they need and who can help them with this.

Helping hands

Learners draw around their own hand and then fill in the fingers in relation to different areas where they can find strength and help. For example, on the thumb write the name of someone they trust and can talk to and on the small finger write something that makes them happy, such as walking the dog, baking etc. In the palm write something that they consider to be a strength within themselves, for example, the ability to cope with big feelings or being able to write feelings down in a diary etc.



Show and Tell

Show and tell (or show and share): This is a wonderful introduction to speaking about a topic that learners know and are interested in, and it can have a positive effect on his or her confidence and communication skills!

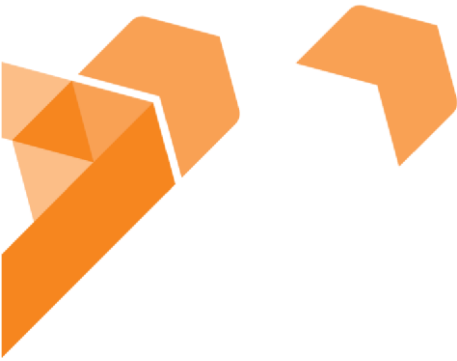
The idea is to ask the learner to show something or speak about something they were doing when they were younger and to explore what they found comforting about that thing or memory. You could explore with the learners to see if there are ways of adjusting this to their current age and circumstances.

Another option is to ask learners to show what they use when they feel stressed and sad, and they can explain to the class how it helps them.

Note: Remember that all children are different. Some may not want to contribute in front of the group, but they might be happy to share with you one-on-one. Others may not wish to take part at all, but even watching other children may give them some ideas and help them think about what they used to do.

Alternative: You can ask learners to select an object and describe its surfaces shapes, size, purpose and so on and other learners need to guess what the object is.





Grow a plant/bulb

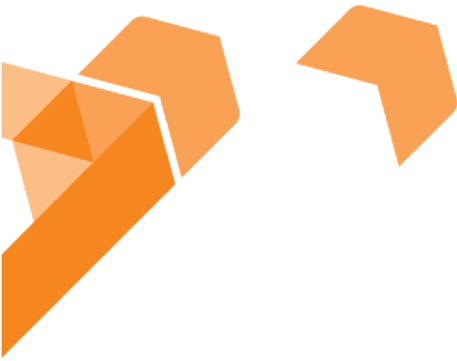
Grow a plant/bulb: This is an ideal activity, especially during the current situation. By helping learners to grow something, you will provide the opportunity to help them to be in control and to nurture and care for something else. We are all going through a period of change, and this activity will help children to see the change (for example, roots beginning to grow and seeds beginning to sprout in the soil).

You can discuss their observation and experiences; some learners may feel that the plant will never grow or that it grows too slowly yet felt very happy and proud once they see the effects.

Reflect: You can explain that they may feel like that about the current situation but emphasise that the change is happening, even though, sometimes, we can't see it precisely like with their plant/bulb.

Note: Learners at school could create a gardening club, check-in on progress, or set up a group with friends.





Dream catchers

This activity aims to enhance hope. We know from the research study that hope can promote well-being during times of adversity.

You can ask learners to make a dream catcher. The idea is that learners can express their hopes and dreams in words or via drawings. They can make a small picture or charm that captures their hopes and attach it to the dream catcher.

Materials:

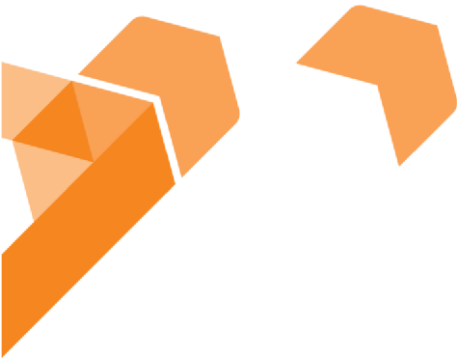
paper plate
yarn, any color
hole puncher
craft beads
craft feathers
color markers
scissors

Steps: Free instruction about making a dream catcher can be accessed by clicking the following link: <https://www.bakerross.co.uk/craft-ideas/kids/paper-plate-dream-catcher/>



Dream Jar

Learners could also create their dream jar. Having dreams and things to look forward to can make children feel happier and improve their well-being. Each time the learners think about something they would like to do in the future, they can write it on a piece of paper and place it inside the decorated jar.



Colours chats

Aim: To connect and get to know each other; to develop class relationships during remote learning.

Assign learners to one of the following four colours: yellow, red, blue, or green.

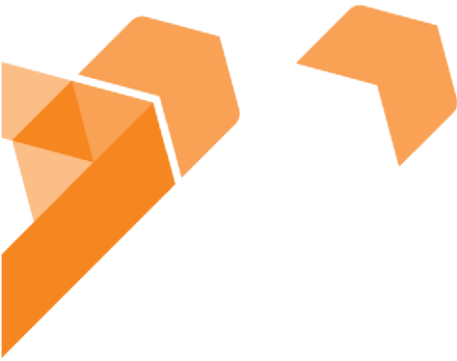
Put learners in a chat room based on their colour group and provide the following instructions to each group:

- **Yellow group:** Share a happy memory.
- **Red group:** What is your favourite season?
- **Blue group:** Share where you want to go on holiday.
- **Green group:** Share what your favourite food is and why.

When you are all back to the main screen and ask a few learners to share something new, they learned about a fellow peer during this fun activity.

This activity can be used many times; you can create new questions to go with the colours (for example, your dream holiday destination, something you are feeling proud of, and so on).





Projects

We can help learners to feel productive by providing opportunities to help the community. Children age seven and above have a growing capacity to contribute to their home or community. Helping others during a crisis can provide older children and young people with a sense of purpose and achievement and can boost their self-esteem.

Below are few ideas:

Clean our planet. Children can wear gloves and have a little bag, and as they go for family walks, they can collect rubbish, take a photo, and email it to the teacher. The project can last a week or two, and those who send photos can win a certificate.

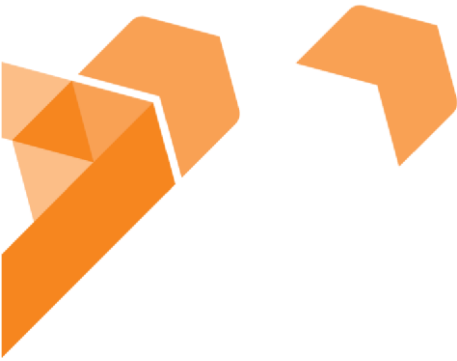
Reflect: Ask learners what they noticed during the walks and what they could commit to in order to help protect our planet.

Children can **create cards** for isolated seniors or cards for homeless families and shelter staff.

Reflect: How do you think a simple act of kindness or a nice card or note can help someone in a troubling time? What makes you feel comforted when you are feeling lonely?

With the help of a parent, the learner could **start fundraising** for the local food bank.

Reflect: How can we help make sure other families have what they need?



Child-friendly mindfulness

Mindfulness is a great strategy because it engages the parasympathetic nervous system, which helps regulate our body following a stress response. What's important about mindfulness is that learners focus on the present moment—noticing what's happening within them and around them.

Some learners and adults may associate mindfulness with sitting with crossed legs and closed eyes for 30 minutes. Still, there are many different ways of practising mindfulness, and with learners, we need to do something a little bit different and more playful. For example, we can ask learners to breathe in like they're smelling a flower and breathe out like they're blowing a candle. You can also ask learners to imagine they are blowing bubbles. They can take a big breath and breathe out, imagining they are trying to make many bubbles. Learners can practise using bubbles if they have them at home/school. Other ways of practising mindfulness can be walking in nature and noticing the present moment, eating mindfully, or drawing mindfully.

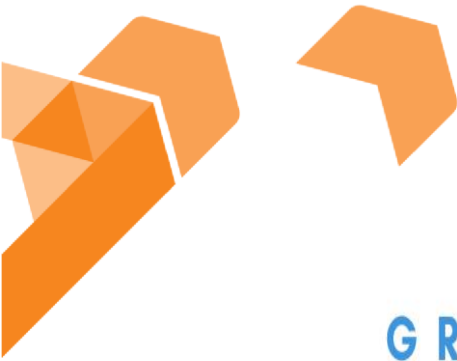
Other ways to practice mindfulness with your children include:

Mindful posing - Get the kids excited by asking them to do fun poses that can help them feel strong brave and happy. You can tell them to try the Superman pose by standing with their feet just wider than the hips, fist clenched, and arms reached out to the sky stretching the body as tall as possible. Ask learners how they feel after a few rounds of trying either of these poses.

Safari- ask learners that if they go on a walk with their parents their goal is to notice as many birds, creepy crawlies and any other animals as they can. It can be anything that is of interest and they need to focus all of their senses to find them, especially the little ones.

Glitter jar- learners will need a jar or plastic bottle, water, glue, food colouring and glitter. Ask children to decorate the bottle however they like. Then learners will need to fill the bottle up to free quarters over the way with water. Next they need to add glue, food colouring and glitter. Remind learners to seal and they can shake it.

Sensory mindfulness - Give something, like a small fruit to each child, then practice observing it using each of the five senses. You can repeat this activity with multiple objects, or even the same one over and over again: Hearing, Smelling, Tasting, Feeling, Seeing (if possible!)



GROUNDING TECHNIQUES

This activity is helpful when your child is in an over stimulated state or when they are experiencing anxiety, worry, upset.

Ask your child to name:



5 THINGS YOU CAN HEAR



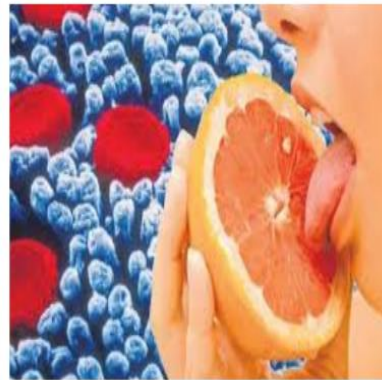
5 THINGS YOU CAN SEE



5 THINGS YOU CAN FEEL



5 THINGS YOU CAN SMELL



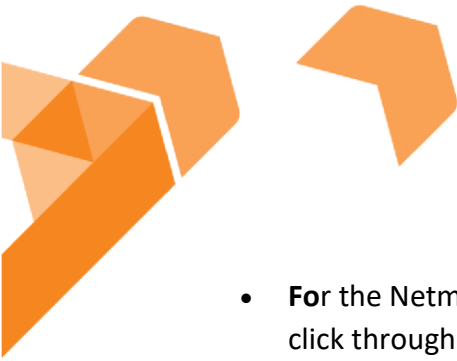
5 THINGS YOU CAN TASTE

This can help to bring your child to regulate their heightened feelings and bring them into the here and now.

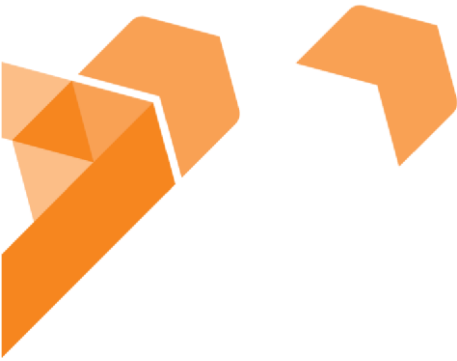


Resources and references

- Amaze - information pack for parents <https://amazesussex.org.uk/faqs-about-the-coronavirus-for-parent-carers-of-children-with-send-brighton-hove/>
- Child Mind Institute- Lots of resources on supporting families during COVID-19: <https://childmind.org/coping-during-covid-19-resources-for-parents/>
- Coping with Changes: Social-Emotional Learning Through Play The LEGO Foundation: <https://www.futurelearn.com/courses/coping-with-changes/1/todo/83357>
- Coronavirus: wellbeing activity ideas for families. With schools closed as a result of coronavirus (COVID-19), some parents and carers may be looking for activities to try at home with their children. Place2Be pulled together a list of recommended resources for families from some of our trusted partner organisations. <https://www.place2be.org.uk/our-services/parents-and-carers/coronavirus-wellbeing-activity-ideas-for-families/>
- Design your activity template early childhood https://ugc.futurelearn.com/uploads/files/43/d9/43d96914-16ff-441d-ba51-5653f73ece13/DesignSEL_EarlyChildhood_TEMPLATE.pdf
- Design your activity template middle childhood https://ugc.futurelearn.com/uploads/files/0a/b3/0ab31f02-5527-44de-ac0a-053120cfbfd1/Design_your_own_SEL_for_Middle_Childhood_TEMPLATE.pdf
- Design your activity template early childhood adolescence https://ugc.futurelearn.com/uploads/files/31/e4/31e4a803-d9fa-4109-acfd-66a9d1655dd8/Design_your_own_SEL_for_Adolescence_Blank.pdf
- Distanced learning through play in primary school <https://www.legofoundation.com/en/learn-how/blog/distance-learning-through-play-in-primary-school/>
- Educational Psychology Corona Virus pack https://search3.openobjects.com/mediamanager/surrey/fsd/files/educational_psychology_coronavirus_covid_resource_pack_1.pdf



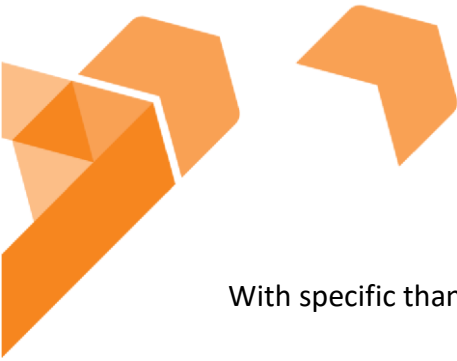
- For the Netmums Family Links online course you don't have to sign up to, you can click through to the welcome page and access the course material by clicking on each highlighted topic <https://www.netmums.com/support/netmums-parenting-course-welcome>
- Link for covid 19 resources from BILD <https://www.bild.org.uk/resource/positive-behaviour-support-principles-for-practice-during-covid-19/>
- Play to cope with change: <https://www.legofoundation.com/en/learn-how/blog/play-to-cope-with-change/>
- Resilience Toolkit offers a range of activities including 5 minute icebreakers: <https://www.nhsggc.org.uk/media/257099/resilience-toolkit.pdf>
- Resources by Anna Freud: resilience-building for children, school staff and parents and carers: <https://www.mentallyhealthyschools.org.uk/media/2047/coronavirus-toolkit-6-resilience.pdf>
- The Challenging Behaviour Foundation Link for COVID- 19 resources from CBF: <https://www.challengingbehaviour.org.uk/information/covid19information.html#Infosheets>
- This download helps professionals as well as parents support their child to build emotional resilience to adversity: <https://hbtg.org.uk/wp-content/uploads/2015/06/KAN-Emotional-resilience-toolkit.pdf>
- There are also FREE online parenting guides for families to self-access. They cover the following topics; Understanding your pregnancy, labour, birth and your baby, Understanding your baby, Understanding your child 0 to 19 years, Understanding your teenagers brain. They can be found at: <https://www.surreycc.gov.uk/people-and-community/families/support-and-advice/parenting-courses-andadvice/online-guides>
- This resource provides helpful guidance for managing stress and anxiety that may come from global uncertainty such as with the Coronavirus: https://4648dcw4pye15w61x1reklps-wpengine.netdnassl.com/assets/covid19/guide_to_living_with_worry_and_anxiety_amidst_global_uncertainty_en-gb.pdf



- The Parent Handbook is a reference book for parents and carers in Surrey. It includes information and contacts on 20 topics. It can be found at:
<https://www.surreycc.gov.uk/people-and-community/families/publications/the-parent-handbook>
- This toolbox provides tips on how to navigate some of the emotional responses that families may experience during the COVID-19 pandemic.
<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/BHG-COVID19-FamilyToolbox.pdf>
- What we mean by learning through play:
https://www.legofoundation.com/media/1062/learningthroughplay_leaflet_june2017.pdf

Pictures

- Page 12:
<https://images.squarespacecdn.com/content/52e3ebf1e4b09c84c1c3cf86/1396271311959-AK41FJLSOH64W333JBAO/Support.jpg?content-type=image%2Fjpeg>
- Page 14:
<https://process.filepicker.io/APHE465sSbqvboIStdwTyz/rotate=deg:exif/resize=fit:crop,height:566,width:944/output=quality:80,compress:true,strip:true,format:jpg/cache=expiry:max/https://cdn.filestackcontent.com/Lu318ckFRQSHTR1AN8rp>



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