



### **Coronavirus: guidance for school staff, children and parents/carers**

#### What is included in this guidance?

1. Advice and resources for supporting the well-being of children and young people
2. Advice and resources for supporting the well-being of staff
3. Advice and resources for parents and carers

#### What is this guidance for?

As the coronavirus epidemic continues, we are aware that many of you may be encountering children/young people, families and staff who are experiencing high levels of anxiety, confusion, and a sense of uncertainty. As a result, we wanted to provide some information that might be helpful. While we are aware that there is a wealth of information being sent to you we hope this will offer some clarity and should you require any additional advice or reassurance beyond this guidance please contact us.

This specific pandemic is very new, meaning that we are still learning about psychological responses to coronavirus and the measures being put in place to manage risk levels associated with coronavirus. With this, we understand that schools are under different pressures and we know that schools have already been working exceptionally hard at this time. Local schools know your communities, families and children/young people best; this guidance is provided with the confidence that you are able and committed to meeting the needs of children and families.

Please pass the information contained within this guidance to parent and teaching staff in any way you feel is appropriate. While we plan how we can continue to support you our office remains open so please do contact us if you need to –

Telephone: 01482 614258

Email: [city.psychologicalservice@hullcc.gov.uk](mailto:city.psychologicalservice@hullcc.gov.uk)

*This guidance has been produced by Hull City Psychological Service with thanks to: York City EPS, West Sussex Educational Psychology Service, Rotherham Educational Psychology Service, Southend Educational Psychology Service, NAPEP, EPNet and our Educational Psychology colleagues throughout the UK.*



Reflect

Respect

Empower

Innovate





### Supporting Children & Young People

#### Talking to Children about Coronavirus

There is currently a lot of uncertainty and worry around the coronavirus outbreak and children and young people will be affected by the huge changes that are going on around them - regardless of their age or any additional needs. It is really important that adults explain what is happening to children and young people in an age appropriate way so they understand what is happening. Some useful links are:

- Talking to children about Coronavirus (British Psychological Society): <https://www.bps.org.uk/responding-coronavirus>
- Talking to Children (Childmind): <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- How to talk to your child about coronavirus (Unicef): <https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>
- Tips and guidance on supporting preschool children (Zero to Three): <https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>
- Talking to children (National Association of School Psychologists) [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)

#### Stories about Coronavirus for Children

Visual stories are a useful way of helping children to understand the Coronavirus. Here are some links to some good examples:

- ELSA: Coronavirus Story for Children: <https://www.elsa-support.co.uk/coronavirus-story-for-children/>
- Hello! Story about Coronavirus for young children: [https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685\\_319c5acf38d34604b537ac9fae37fc80.pdf](https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf)
- A social story about pandemics (Carol Gray): <https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf?fbclid=IwAR23zxNlbEumpw4oKIM7Xy3VlKnA25b8Gi53N6YiFleKB9Vx0LQypSPYzzg>
- A Social Story about the coronavirus: <https://www.ppmd.org/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>





- A comic exploring coronavirus to help young people understand:  
<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1584464333506>

### Information Videos for Children about the Coronavirus

- Information video for primary age children (Newsround):  
<https://www.bbc.co.uk/newsround/51204456>
- Information video on Coronavirus for primary age children (KS2) (Brainpop):  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Information video on Coronavirus for older children/adults (WHO):  
<https://www.youtube.com/watch?v=mOV1aBVYKGA&feature=youtu.be>

### Promoting Children's Wellbeing

- Advice for young people who are feeling anxious about Coronavirus (Young Minds):  
<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus>
- Helping children cope with stress (WHO): [https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff\\_2](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2)
- There will be times when it might be difficult for children, young people and adults to stay regulated over the coming weeks - especially if you have to stay indoors for extended amounts of time. Regulation is not just about feeling calm and relaxed - it also includes feeling energised and alert. Take time to think...am I calm? ...do I need more energy? ...what am I feeling? ...how are the people around me feeling? There are some breathing strategies that may help in the appendix of this pack. Also these online resources:

Regulating Obstacle Course Video from Beacon House

<https://www.youtube.com/watch?v=0vLvoEXLApA&feature=youtu.be>

Cosmic Kids have many fantastic videos to calm or energise you

<https://www.cosmickids.com/>

- Advice for older pupils and adults about looking after their emotional well-being.  
<https://afsp.org/taking-care-of-your-mental-health-in-the-face-of-uncertainty/?fbclid=IwAR3ScDBfuhV5INKyutAG9IPNm4JnjjLOmHxv5w8SR9pBbDDU-8Hhy1QH-L8>





### Special Needs and the Coronavirus

- Parent-focused ideas from Special Needs Jungle about how to support children with anxiety around coronavirus, including an easy-read explanation for children and adults with learning difficulties: <https://www.specialneedsjungle.com/calming-coronavirus-anxiety-children-everyone-else/#Update>
- Professionals supporting deaf or hearing impaired children/ young people: <https://www.ndcs.org.uk/blog/coronavirus-and-support-for-deaf-children-information-for-professionals/>





### Supporting School Staff

- Give some time to talk and process what is happening, with children and as a staff group too. But also make sure that Coronavirus is not the *only* thing being talked about. Some people may wish to talk a lot about this, and others may not.
- Remember that people react differently to significant events. Some people – children and staff – may feel worried, some excited, some nothing much at all. Reassure pupil and staff that this is all normal and okay.
- Staff will need to model calmness, but it is also important to talk honestly and not pretend that things aren't different and worrying for some.
- Keep to daily school routines as much as possible. Well-known routines in everyday life provide security and stability. Routine during unrest can be therapeutic, and changes particularly unsettling for some. If there are changes to routine, consider which children may need some extra help with this.
- Identify colleagues whose wellbeing may be more at risk. For example, there may be people who have experienced anxiety in the past.
- Stay informed by sticking to trusted sources of information. Avoid being too immersed in media coverage. Be mindful of the amount of things you are reading and watching, including social media – as this may add to worry and anxiety. Consider a few updates every day from trusted sources.
- As an adult you may be concerned yourself. Take care of yourself and make sure you have breaks, time to relax, and ask for help from others if you need.

#### Looking after your own wellbeing

- How to protect your mental health (BBC): <https://www.bbc.co.uk/news/health-51873799>
- Coronavirus and your wellbeing (Mind UK):  
<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>
- 5 ways to wellbeing (Mindkit): <https://www.mindkit.org.uk/5-ways-to-wellbeing/>

#### Health Advice

- NHS advice: <https://www.nhs.uk/conditions/coronavirus-covid-19/>
- Mental Health Considerations during COVID-19 Outbreak (WHO)  
[https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578af\\_2](https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578af_2)





### Supporting Parents/Carers

Much of the advice and many of the resources suggested for staff may also be helpful for parents.

In addition, there are some practical ideas available:

#### Household organisation and schedules:

<https://3pppsychologies.com/2020/03/13/resources-48-covid-19-survival-tips-for-parents-10-activities-for-home/>

#### Curriculum-Based Activities and Websites

(with thanks to our colleagues at Southend EPS)

- General activities:
  - Twinkl is offering free resources for a month  
<https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools>
  - There is a wide range of on-line activities to develop learning skills across the curriculum available at <https://uk.ixl.com/>
  - BBC bite-size has a wide range of resources, games and ideas  
<https://www.bbc.co.uk/bitesize>
- Literacy Activities
  - National Literacy Trust <https://literacytrust.org.uk/family-zone/>
  - Creative writing exercises
  - [http://www.expresseumpoetics.org.uk/wpcontent/uploads/2016/07/04\\_c\\_creative\\_writing\\_exercises.pdf](http://www.expresseumpoetics.org.uk/wpcontent/uploads/2016/07/04_c_creative_writing_exercises.pdf)
- Maths activities
  - <https://www.myhomeschoolmath.com/visualperception.html>
  - <http://www.amathsdictionaryforkids.com/>
  - <https://www.10ticks.co.uk/>
  - Secondary age Maths resources <https://www.dr frostmaths.com/>
- Creative and Fun Learning Opportunities
  - Paper and pencil type activities which develop problem-solving skills such as: Noughts and Crosses (or make up your own shapes - we have played cats and dog before, same grid, just draw cats and dogs); Hangman; Squares etc. More ideas here <https://www.playworks.org/resource/fun-paper-and-pencil-games-to-play/>
  - Story line Online has lots of fantastic free on-line stories read by actors and with animations (we tested When a Dragon Moves In - it was great) <https://www.storylineonline.net/>





- Lovely free mindfulness colouring - <https://diaryofajournalplanner.com/free-mindfulness-colouring-sheets/>
- Mindfulness games cards - <http://www.unm.edu/~unmvclib/gamification/cards/mindfulgamescards.pdf>
- Learn to knit handout - [https://media.craftyarncouncil.com/files/teach/WUA-PTG\\_Bk\\_web\\_5.pdf](https://media.craftyarncouncil.com/files/teach/WUA-PTG_Bk_web_5.pdf)
- Cheap and easy home crafts - [https://wvla.org/downloads/Annual\\_Conference\\_2013/craftbookletforwvla.pdf](https://wvla.org/downloads/Annual_Conference_2013/craftbookletforwvla.pdf)
- Free e-book for arts and craft ideas <https://www.vipmumsndads.co.uk/shop/ready-to-go-art-ebook-one-free/>
- A wonderful and wide ranging selection of activities and links to other websites <http://www.thesensoryprojects.co.uk/covid19-resources>
- Free e-books, videos and resources for children and adults [https://www.shambhala.com/shambhala-publications-and-the-global-health-crisis/?utm\\_source=bm23&utm\\_medium=email&utm\\_term=Shambhala+Publications+and+the+Global+Health+Crisis&utm\\_content=Take+Heart:+Encouragement+for+Uncertain+Times&utm\\_campaign=Take+Heart+Introduction&bta\\_tid=18436282085476419892366705709293183034065153370518185021771178333989028379759548078448613750431530219016&bta\\_c=d3p7gwpjyjo17vee4nir6yhb672m6](https://www.shambhala.com/shambhala-publications-and-the-global-health-crisis/?utm_source=bm23&utm_medium=email&utm_term=Shambhala+Publications+and+the+Global+Health+Crisis&utm_content=Take+Heart:+Encouragement+for+Uncertain+Times&utm_campaign=Take+Heart+Introduction&bta_tid=18436282085476419892366705709293183034065153370518185021771178333989028379759548078448613750431530219016&bta_c=d3p7gwpjyjo17vee4nir6yhb672m6)

Please see further home schooling ideas in the appendix.

### Organisations

- National Autistic Society <https://www.autism.org.uk/>
- National Deaf Children's Society for families supporting children/ young people who are deaf or hearing impaired: <https://www.ndcs.org.uk/blog/coronavirus-and-support-for-deaf-children-information-for-families/>





# APPENDIX



*Reflect*

*Respect*

*Empower*

*Innovate*







## Coming to terms with school changes linked to Covid-19

### Making sense of it...

So, you've found out that school is closing and you won't be doing your exams this year, as you had expected.

You might be feeling:

- **Sad** that you might not see your friends and teachers again;
- **Worried** about what this will mean for your qualifications;
- **Frustrated** because you have already worked so hard;
- **Confused** about what all this will mean for you.

Let us assure you, you are not alone in these feelings, and they are all perfectly **rational** and **normal** things to feel.

What you are experiencing is the loss of something that you were working towards. When humans experience loss, they typically react in a particular way. This is called **grief**.

Because humans are resilient, when difficult things happen, we often **grow** as individuals.

### What might this grief look like for you?

#### Denial

"I can't believe this is happening to me"

#### Anger

"Why is this happening to me? It's not fair!"

#### Bargaining

"What can I do to change this, I'll do anything!"

#### Low mood

"What was the point in coming to school at all?"

#### Acceptance

"Okay, maybe it will all work out okay"

### TIME TO REFLECT

- 1) What has been the best experience you have had at school?
- 2) Think of three things you have learned you are good at.
- 3) What has been your biggest achievement?

### [What can you do next?]

1. Talk to an adult that you trust about how you are feeling. You could use the diagram on this page to help you do this.
2. Keep in touch with your friends! Share telephone numbers and social media contact information. Keep talking!
3. Look after your mental wellbeing: Exercise regularly e.g. walk/jog; practice mindfulness; listen to music; do some arty activities!
4. Try to keep a routine for your day :)



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## Vision Board

In the future I want to be (job/college/  
university/family/house)....

To get there I'm going to need...

Things I am already good at that will  
help me achieve this...

Think about the people  
who love you. How can  
they help?

Some helpful apps/websites for finding  
out information and seeking support:

Headspace (App for mindfulness)

[www.kooth.com](http://www.kooth.com)

[www.nopanic.org](http://www.nopanic.org)

[www.themix.org/get-support/speak-to-our-team](http://www.themix.org/get-support/speak-to-our-team)

[www.mind.org.uk/information-support/helplines](http://www.mind.org.uk/information-support/helplines)





## Coming to terms with school changes linked to Coronavirus

### A guide for Year Six Pupils!

#### Making Sense Of It...

So, you've found out that your Primary School is closing suddenly, and you might not be doing things that were planned in Year 6 as you had expected.



You might be feeling..

- **Sad** that you might not see your friends and teachers again; 😞
- **Worried** about what this will mean for Secondary School; 😟
- **Frustrated** because you have worked so hard in Year Six; 😡
- **Confused** about what all this will mean for you. 😕

You are not alone in these feelings, they are all **normal**.

When things change suddenly, we can feel a sense of **loss**.

*But we humans are resilient, and when difficult things happen, they can help us to **grow** !!!*



#### TIME TO REFLECT!



- 1) What has been the best experience you have had in Year Six?
- 2) Think of three things you have learned in Year Six that you are really good at?
- 3) Think of a challenge in school you have overcome, and how did you do this?
- 4) Think of the special relationships that you have made in Primary School. Can you make a list of all of these people and why they are special to you?
- 5) Thinking ahead, what kinds of things would you like your Secondary school to know about you?



#### What can you do next?

- ✓ Talk to an adult you trust about how you are feeling.



- ✓ Keep in touch with your friends. There are lots of ways to stay in touch even if you cannot meet face to face.



- ✓ Look after yourself. There are lots of ways to do this such as keeping active, listening to music, eating healthy food and doing activities you enjoy.



- ✓ Routines are helpful. Ask an adult to help you plan your day!



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**Vision Board**

 In the future  
I want to...

To get there I'm going to  
need... 



Things I am already  
good at that will help  
me achieve this... 

Think about the  
people who love you.  
How can they help? 

**Some helpful Apps and Websites!**

Headspace (App for mindfulness)  
[www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc)  
[www.kooth.com](http://www.kooth.com)  
[www.nopanic.org](http://www.nopanic.org)

FOLLOW US ON SOCIAL MEDIA: @darlingtoneps

Reflect      Respect      Empower      Innovate

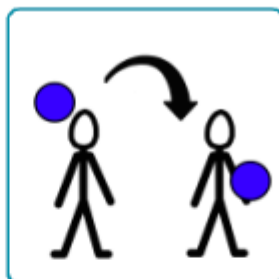




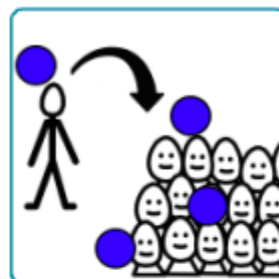
## School is closed



School is closed because of the Coronavirus.



Coronavirus can pass from one person to another.



Coronavirus can pass more in big groups.



It is best to NOT be in a big group.



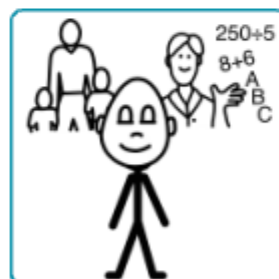
We have big groups at school.



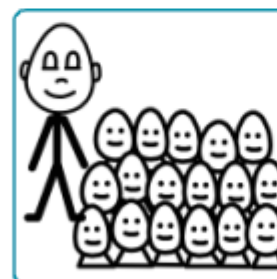
So school is closed.



I will stay home for many days.



My family and my teachers want me to be safe.



When it is safe, I can be in big groups again.



When it is safe, school will be open again.







### More home schooling ideas.

Site Name	Link	Content Overview	Age/Key Stage
BBC Learning	<a href="http://www.bbc.co.uk/learning/coursesearch/">http://www.bbc.co.uk/learning/coursesearch/</a>	UK curriculum content	All
BBC Bitesize	<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>	UK curriculum content	All
CBeebies Radio	<a href="https://www.bbc.co.uk/cbeebies/radio">https://www.bbc.co.uk/cbeebies/radio</a>	Listening activities for children	Under 5s
Tree Tools for Schools	<a href="http://www.treetoolsforschools.org.uk/">http://www.treetoolsforschools.org.uk/</a>	Activities that can be done in the garden as a family	All
Mystery Science	<a href="https://mysteryscience.com/school-closure-planning">https://mysteryscience.com/school-closure-planning</a>	Home science ideas	All
The kids should see this	<a href="https://thekidshouldseethis.com/">https://thekidshouldseethis.com/</a>	Child friendly science videos that does not underestimate their ability	KS1+
Operation Ouch	<a href="https://www.youtube.com/channel/UCQJDFI9j8UeNogra37p5OkA">https://www.youtube.com/channel/UCQJDFI9j8UeNogra37p5OkA</a>	Engaging science and medical (STEM) videos for all ages – filter by topic	All
Crash Course Kids	<a href="https://www.youtube.com/user/crashcoursekids">https://www.youtube.com/user/crashcoursekids</a>	Educational videos – filter by age	Primary (EYFS-KS2)
CrashCourse	<a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a>	Educational videos – filter by age	Secondary KS3+
World Geography Games	<a href="https://world-geography-games.com/">https://world-geography-games.com/</a>	Activities and quizzes	All
National Geographic Kids	<a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a>	Activities and quizzes	Primary (EYFS-KS2)
Duolingo	<a href="https://www.duolingo.com/">https://www.duolingo.com/</a>	Learn a language for free	All
Blockly Games	<a href="https://blockly.games/">https://blockly.games/</a>	Educational games that teach programming	Children new to programming
Scratch	<a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>	Computer programming	KS1+
Future Learn	<a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a>	Free site – different courses	KS5+ (adult)
DK Find Out	<a href="https://www.dkfindout.com/uk/">https://www.dkfindout.com/uk/</a>	UK version – lots of games and quizzes	KS1+
TinkerCad	<a href="https://www.tinkercad.com/">https://www.tinkercad.com/</a>	Free app for 3D Design, electronics and coding	KS1+
Prodigy Game	<a href="https://www.prodigygame.com/">https://www.prodigygame.com/</a>	Free online maths	KS1+
NRICH	<a href="https://nrich.maths.org/">https://nrich.maths.org/</a>	Maths investigations	All
Oxford Owl	<a href="https://home.oxfordowl.co.uk/">https://home.oxfordowl.co.uk/</a>	Free e-books following colour banded reading scheme	3-11
Big History Project	<a href="https://www.bighistoryproject.com/HOME">https://www.bighistoryproject.com/HOME</a>	History tasks	Secondary KS3+



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Paw Prints Badgers	<a href="https://www.pawprintbadgers.co.uk/free-downloads-23-c.asp">https://www.pawprintbadgers.co.uk/free-downloads-23-c.asp</a>	Free downloads of craft activities	EYFS+
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>	All subjects = Secondary (KS3 +) Maths and computing = all ages	All/KS3+
Seneca	<a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>	Excellent to set tasks for GCSE and A Levels	KS2+
TED Ed	<a href="https://ed.ted.com/">https://ed.ted.com/</a>	Various educational videos	All
Toy Theatre	<a href="https://toytheater.com/">https://toytheater.com/</a>	Colourful activities	Primary (EYFS-KS2)
Twinkl	<a href="https://www.twinkl.co.uk/">https://www.twinkl.co.uk/</a>	Limited time free offer for various resources.	SEND, Primary and Secondary
Red Ted Art	<a href="https://www.redtedart.com/">https://www.redtedart.com/</a>	Arts and crafts	Primary (EYFS-KS2)
The Imagination Tree	<a href="https://theimaginationtree.com/">https://theimaginationtree.com/</a>	Crafts to compete at home	Babies+
Blue Peter Badge Challenge	<a href="https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges">https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges</a>	Different challenges for children to work through. 8 badges in total to try to gain!	6+
Open Learn	<a href="https://www.open.edu/openlearn/">https://www.open.edu/openlearn/</a>	Free taster courses	KS5+ (adult)
WWF	<a href="https://www.wwf.org.uk/get-involved/schools/resources">https://www.wwf.org.uk/get-involved/schools/resources</a>	Videos and activities	All
Museums			
Science Museum	<a href="https://www.sciencemuseum.org.uk/games-and-apps">https://www.sciencemuseum.org.uk/games-and-apps</a>	Free games and activities	KS1+
NASA Langley	<a href="https://oh.larc.nasa.gov/oh/">https://oh.larc.nasa.gov/oh/</a>	Free online tour	All
Natural History Museum	<a href="https://www.nhm.ac.uk/schools/teaching-resources.html">https://www.nhm.ac.uk/schools/teaching-resources.html</a>	Free tours and activities	KS1+
Smithsonian National Museum of Natural History	<a href="https://naturalhistory.si.edu/visit/virtual-tour">https://naturalhistory.si.edu/visit/virtual-tour</a>	Free tours and activities	KS1+
London Zoo	<a href="https://www.zsl.org/zsl-london-zoo/zsl-london-zoo-online-resources">https://www.zsl.org/zsl-london-zoo/zsl-london-zoo-online-resources</a>	Free tours and activities	All
British Museum	<a href="https://www.britishmuseum.org/learn/schools">https://www.britishmuseum.org/learn/schools</a>	Free tours and activities	All
Museum of London	<a href="https://www.museumoflondon.org.uk/families/fun-home">https://www.museumoflondon.org.uk/families/fun-home</a>	Online games and activities	All
Guggenheim	<a href="https://www.guggenheim.org/collection-online">https://www.guggenheim.org/collection-online</a>	View collection online	All
National Gallery of Art	<a href="https://www.nga.gov/">https://www.nga.gov/</a>	View collection online	All
Google Art Project	<a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>	Pieces from across the world	All
The Vatican Museums	<a href="http://www.museivaticani.va/content/museivaticani/en/collezi-oni/musei/tour-virtuali-elenco.html">http://www.museivaticani.va/content/museivaticani/en/collezi-oni/musei/tour-virtuali-elenco.html</a>	View collection online	All
The Dali Museums	<a href="https://www.salvador-dali.org/en/museums/dali-theatre-museum-in-figueres/visita-virtual/">https://www.salvador-dali.org/en/museums/dali-theatre-museum-in-figueres/visita-virtual/</a>	View collection online	All



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### BACK TO BACK BREATHING



Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

### TUMMY BREATHING



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.



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### ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

### BUBBLE BREATHING



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.



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### BALLOON BREATHING



Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

### SHOULDER ROLL BREATHING



Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.



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### TAKE 5 BREATHING



Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

### BUMBLEBEE BREATHING



Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.



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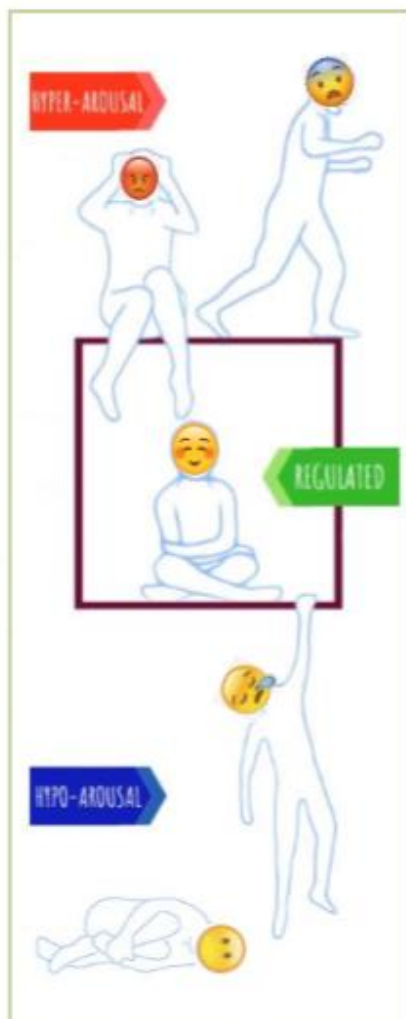
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## Regulating the Nervous System



Everyone has a different 'window of tolerance'. When you are in your window, you feel **calm** and able to think more clearly; you are more **regulated**

If something happens that makes you feel **scared, angry or worried**, it often pushes you **out of your window** and makes you feel distressed

It varies for everyone, but sometimes being '**hyper-aroused**' can mean you feel frightened and appear agitated or aggressive

Being '**hypo-aroused**' could mean you feel numb or disconnected and appear quiet, withdrawn or unengaged

It is **normal** to feel these emotions but important to find ways to help you feel regulated again

Please use this poster to think about ways that might help you to get back to feeling **calm and in control** by bringing you back into your window

## WHAT CAN I DO TO FEEL REGULATED?

Certain techniques can help move us from being HYPER or HYPO aroused into a more REGULATED state. Some have a focus on being active and getting your heart rate up while some are about calming down and doing something soothing. It's important to find out what works best for you. Here are some examples:



Kate Boyle  
Psychology Assistant

- Yoga and mindfulness can ground you and help you to be in the present moment
- Doing some exercise can make you feel better by releasing serotonin
- Taking deep breaths can help calm your body down quickly
- Reading, writing or listening to music can have calming effects on your mind
- Getting fresh air and changing the environment can help you think more clearly ie. stepping outdoors
- Talking to someone can feel like a release and improve your mood sometimes



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