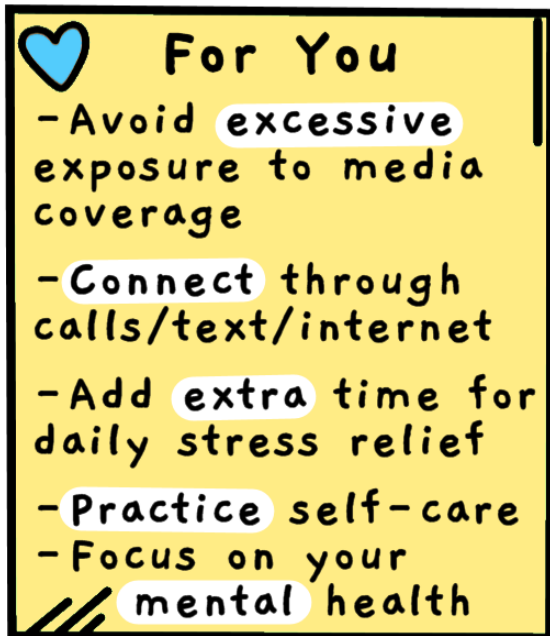


2020

Covid-19 Resource Compilation



MANAGING CORONA VIRUS (COVID-19) ANXIETY



For You

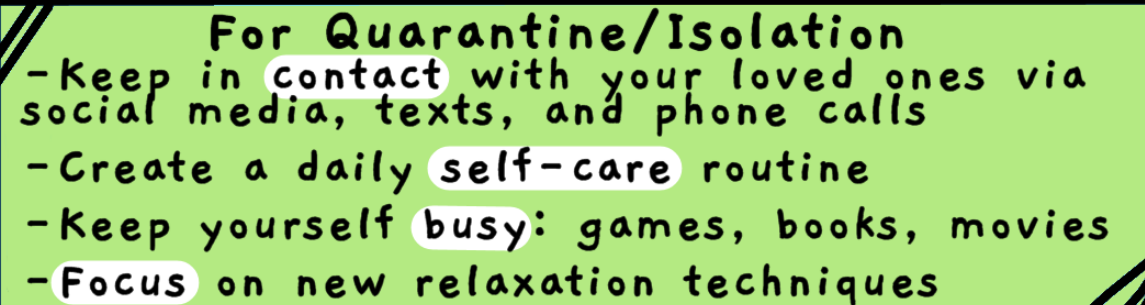
- Avoid excessive exposure to media coverage
- Connect through calls/text/internet
- Add extra time for daily stress relief
- Practice self-care
- Focus on your mental health

BlessingManifesting



For Kids

- Reassure them that they're safe
- Let them talk about their worries
- Share your own coping skills
- Limit their news exposure
- Create a routine & structure



For Quarantine/Isolation

- Keep in contact with your loved ones via social media, texts, and phone calls
- Create a daily self-care routine
- Keep yourself busy: games, books, movies
- Focus on new relaxation techniques

The Covid-19 Pandemic will have an impact on people's mental wellbeing. It creates an environment of increased stress, confusion and uncertainty, and a massive change in routine for most people.

The purpose of this document is to provide access to a range of different resources to help people focus on mental wellbeing during this Covid-19 Pandemic. It is a compilation of resources, websites, handouts and suggestions that come from a wide range of sources. It is primarily aimed at parents and children who we work with through our CAMHS setting, but will hopefully be helpful to a range of people. It can be overwhelming to search through screens of resources, so my hope is that this can keep useful tips in one place and can be used by clinicians to identify relevant information that may be useful for clients.

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[Anxiety Management Apps](#)

[Distress Tolerance](#)

[Sensory Modulation Approach to Managing Distress](#)

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[Sleep](#)

[Parental Wellbeing](#)

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Coronavirus Information

It is important to remain updated on accurate, relevant information during a pandemic. The links below should link to the most up to date information from NZ Ministry of Health, and the World Health Organisation. Sometimes it may take time for information to be updated. There are a number of myths roaming round about Coronavirus – please think about the sources of your information and if in doubt refer back to official health sources.

Health Information:

NZ Ministry of Health Links

<https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus>

<https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-information-specific-audiences/covid-19-novel-coronavirus-resources-health-professionals>

<https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-health-advice-general-public/covid-19-taking-care-your-mental-wellbeing>

<https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-health-advice-general-public/covid-19-self-isolation>

WHO Information

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

International Information about Covid-19 and managing the spread

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

Looking after health and wellbeing during Covid-19:

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#collapse832ce>

Child Friendly Information:

Explaining Covid to Kids:

https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf

Kids Health NZ – What You Need to Know about Coronavirus:

- <https://www.kidshealth.org.nz/covid-19-novel-coronavirus-what-you-need-know>
- <https://www.kidshealth.org.nz/how-protect-yourself-against-coronavirus-covid-19>

WHO Animated Video explaining coronavirus:

<https://youtu.be/BtN-goy9VOY>

How to talk to your kids about Coronavirus:

<https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus>

Comic for kids explaining Coronavirus:

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

Talking to kids with OCD about Covid-19:

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

Social Distancing/Lockdown:



WHO information about keeping yourself safe with hand washing and social distancing

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>

US Information discussing social distancing/quarantine/isolation

<https://www.samhsa.gov/sites/default/files/tips-social-distancing-quarantine-isolation-031620.pdf>

Social Distancing Tips for parents – remember that we are in full lockdown now, not just social distancing, but the article still has some great tips for maintaining connectedness despite distances:

<https://www.childrens.com/health-wellness/6-social-distancing-tips-for-parents>



Tips on coping with Social Distancing:

<https://www.pittwire.pitt.edu/news/five-mental-health-experts-coping-social-distancing>

Sesame Street Handwashing for young children:

<https://sesamestreetincommunities.org/topics/health/?activity=how-to-wash-your-hands>

Cultural Information:

Website that coordinates Maori resources for Covid

<https://www.uruta.maori.nz/>

Maori Council guidance on managing Hui's etc during Covid

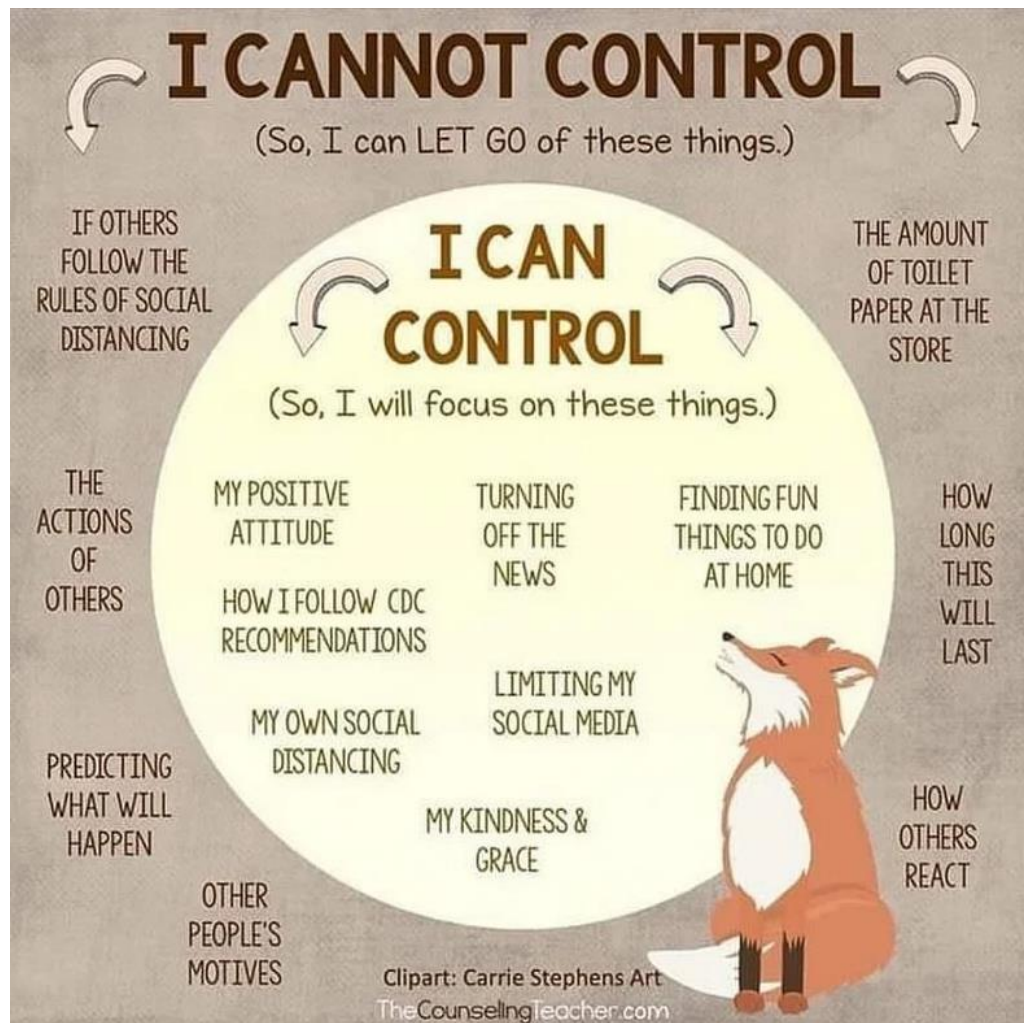
<https://www.maorieverywhere.com/single-post/2020/03/18/NZ-Maori-Council-issues-comprehensive-guidance-on-COVID-19-covering-hui-tangi-gatherings-and-much-more>

Ministry for Pacific Peoples Update

<https://www.mpp.govt.nz/news-and-stories/covid-19-novel-coronavirus-update/>

Looking after Mental Health During Covid-19

Continuing to practice good self-care strategies is vital during this time. This includes eating regular healthy meals with plenty of fruit and veg, getting some exercise (within the limits of lockdown rules), spending what time in nature is possible, keeping connected with friends and family via technology, having some “me time”, getting lots of sleep.



NZ Ministry of Health information:

<https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-health-advice-general-public/covid-19-taking-care-your-mental-wellbeing>

NZ Mental Health support

<https://www.mentalhealth.org.nz/get-help/covid-19>

CDC information for parents and health workers about managing stress

<https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>

Porirua Child and Adolescent Mental Health Services
Mental Health, Addictions & Intellectual Disability Service
sTe-Upoko-me-Te-Karu-o-Te-Ika
www.mhaid.health.nz

Canadian information about managing anxiety during Covid
<https://www.heretohelp.bc.ca/infosheet/covid-19-and-anxiety>

European Society for Child and Adolescent Psychiatry links:
https://www.escap.eu/index/coronavirus-and-mental-health/?utm_medium=email&utm_campaign=Coronavirus%20-%20Mental%20Health%20Resource%20List&utm_content=Coronavirus%20-%20Mental%20Health%20Resource%20List+CID_9399deb28932044d4d0e4a502bfbd2fb&utm_source=HTML%20mailing&utm_term=list%20of%20resources

WHO infographic on coping with stress:
https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_2&ua=1&ua=1

[MENTAL HEALTH WELLNESS TIPS FOR QUARANTINE](#): tips from a clinical psychologist

[5 Ways Towards Wellbeing](#): compilation of tips for staying mentally well during this time

Clinical Psychologist talking about how to cope when the world is cancelled:
<https://www.youtube.com/watch?v=mwrMtJ3DYXg>

Psychologist writing about coping during the lockdown:
<https://www.stuff.co.nz/national/health/coronavirus/120512383/how-to-get-your-head-around-a-fourweek-lockdown>

Managing Covid-19 stress for the general population:
<https://www.ptsd.va.gov/covid/COVID19ManagingStress032020.pdf>

How to acknowledge and deal with difficult emotions during this time, as well as how to get a much needed break from them:
<https://teach-educ.sites.olt.ubc.ca/files/2020/03/Helen-Peel-COVID-mental-health-resources.pdf>

How to deal with suicidal thoughts during Covid-19 (ensure that accurate local crisis line numbers are provided):
<https://kathrynhgordon.com/2020/03/21/coping-with-suicidal-thoughts-during-the-coronavirus-pandemic/>

Example wellness plan template for clinicians to use:
[EIS Client well-being plan during Covid-19 lockdown](#)

General Self-care

Self-care refers to all the things we do to look after our mental health. This is especially important in times of increased stress and changing routines, in particular when we are learning to survive in close contact with those in our bubble. Even if you are at home with loved ones, this closed space and reduced ability to escape can make it even more likely for you to be getting on each other's nerves.

A great list of links to ideas about self-care:

<https://www.annafreud.org/on-my-mind/self-care/>

Listening to Disney Songs can help people feel more relaxed (or substitute for your preferred happy relaxed music):

<https://www.youtube.com/watch?v=4DanMuhLRVE>

Many music artists are doing livestreamed performances, or orchestras are providing online viewings. Or if you want to exercise your own musical talent you could consider joining an online choir:



Read something funny:

<https://theculturetrip.com/north-america/usa/missouri/articles/the-10-wittiest-essays-by-mark-twain/>

**** BREAKING NEWS ... NZ Lockdown has serious affect on Nursery Rhymes ***

1. As all the kings horses and all the kings men are in self isolation, no one has been able to put Humpty Dumpty back together again ... fortunately however his doctor has agreed to do a phone consultation

2. Jack had to go up the hill to fetch the pail of water by himself as he has been isolated from Jill. On this occasion it was noted that he did not fall down and break his crown ... leading investigators to believe that previously Jill had pushed him .. Police are investigating...

3. Old Mother Hubbard went to the cupboard to fetch her poor dog a bone but surprisingly when she got there, the cupboard wasn't bare as expected because she was a panic buyer and it was fully stocked ... Supermarkets now wish to advise they are limiting bones to 2 per person."

Watch Something Funny:

<https://www.tvnz.co.nz/one-news/sport/other/joseph-parker-nails-love-actually-dance-routine-in-coronavirus-lockdown>

Listen to some amusing or entertaining podcasts (don't feel limited by these suggestions):

<https://www.nosuchthingasafish.com/> (this is one of my favourites for entertainments, occasionally has content that isn't child friendly)

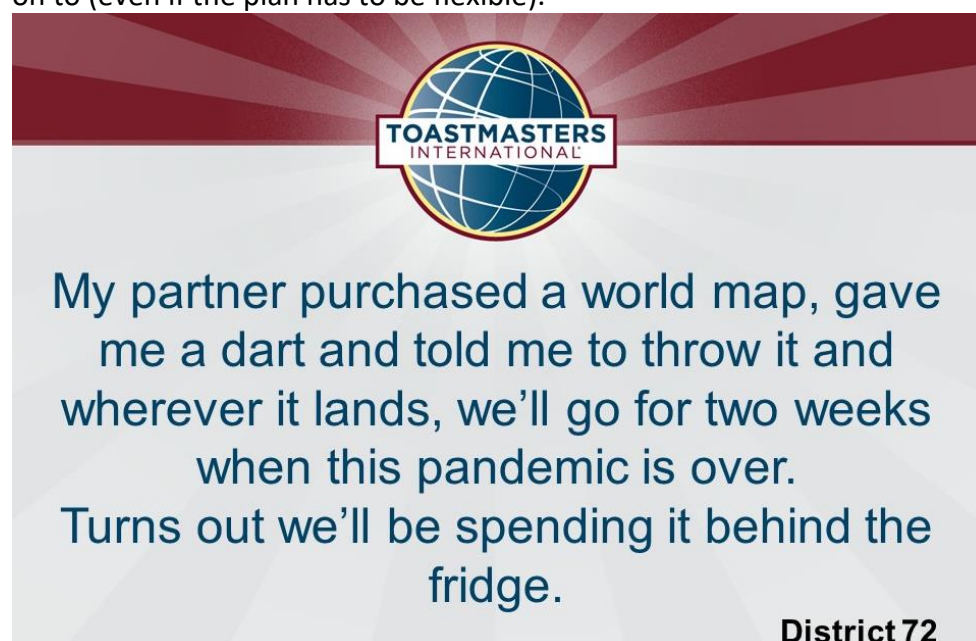
<https://www.bbc.co.uk/programmes/p016tmg1/episodes/downloads> (this is my favourite for history, with nice British accents and a wide range of historical events explored)

Spiritual Support/Resources:

Many churches are adapting to this new phase and livestreaming church services over the internet, or providing more access to online resources and supports.

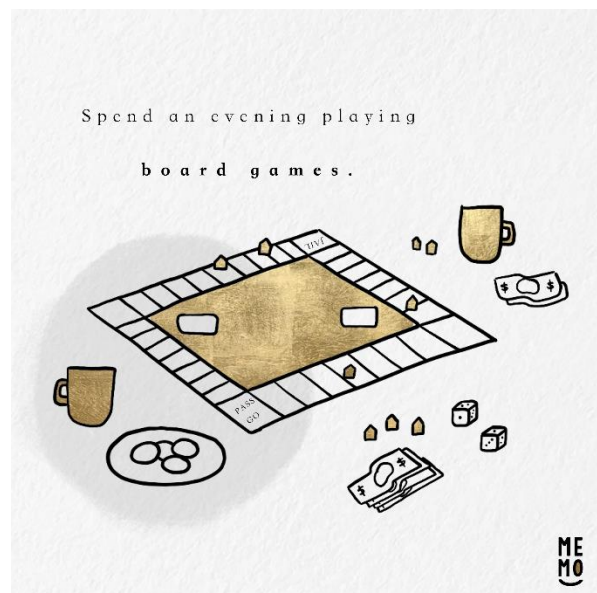
<https://www.vaticannews.va/en/pope/news/2020-03/pope-francis-daily-mass-casa-santa-marta-coronavirus.html> (e.g. the Pope is having his daily mass livestreamed so that it can be accessible for Catholics who are stuck at home and no longer able to attend mass)

When all of this is over, it will be important to take a break! You may be able to take "mini-breaks" at home for now, but for some people it is important to have a future plan to hold on to (even if the plan has to be flexible).



Do some fun things, take some “mental health moments”:

Thanks to Greta – see www.me-mo.co.nz or @mentalhealth.moments for more inspiration



Useful Numbers

- **Family and Community Services National Directory** : 0800 211 211 (This helpline will transfer you to other appropriate services)
- **Youthline** : Call: 0800 376 633 Text: 234 Email: talk@youthline.co.nz
- Or webchat at www.youthline.co.nz (webchat available 7pm – 11pm)
- **The Low Down** (support for young people experiencing depression or anxiety)
www.thelowdown.co.nz or Text 5626
- **Lifeline 24/7 Helpline** : 0800 543 354
- **Mental health Crisis team** : 0800 754 477
- **Need to talk** : Free call/ TXT – 1737
- **Samaritans** : 0800 726 666
- **Depression Helpline** : 0800 111 757 or TXT 4202. Email: www.depression.org.nz
- **Kidsline** : 0800543754
- **Parent help** : 0800 568 856
- Online Mental Health support: <https://www.clearhead.org.nz/>

Caring for Children during Covid-19

Selection of useful resources for parents of younger children:

<https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>

- e.g. age-appropriate responses to questions toddlers might ask -
<https://www.zerotothree.org/resources/3265-answering-your-young-child-s-questions-about-coronavirus>

Kids Health NZ Coping with anxiety about Covid:

<https://www.kidshealth.org.nz/coping-worry-anxiety-about-covid-19>

WHO helping children cope with stress:

https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2&ua=1&ua=1

<https://thriveglobal.com/stories/care-for-children-during-covid-19/>

<https://www.heysigmund.com/help-kids-feel-calm/>

Video for parents with tips for providing emotional support for child/adolescent:

<https://www.locke-psychotherapy.com/post/providing-emotional-practical-support-for-a-child-or-adolescent-during-covid-19>

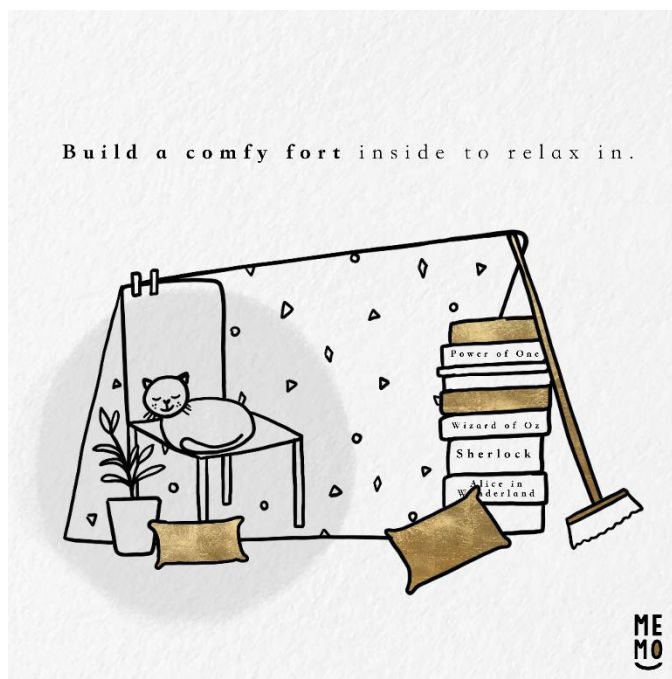
Useful information about talking to your children about Covid, handwashing, family learning activities and stress-busters

<https://www.savethechildren.org.nz/issues-and-concerns/covid-19>

[5 Ways Towards Wellbeing](#): compilation of tips for staying mentally well during this time, aimed at adolescents

Adolescents may appreciate these videos – “The Great Mental Health Experiment”, Beth explores different ways of supporting her mental health:

<https://zeal.nz/gmhx>



Check in and ask how your kids are feeling. If words are difficult then consider using an emoji chart to track how everyone is doing in the house!

How do you feel today?

								
LOVED	HAPPY	CONTENT	SLEEPY	SAD	HEARTBROKEN	STRESSED	WORRIED	ANGRY
								
ESTATIC	WARM	AFFECTIONATE	SHOCKED	ANXIOUS	HESITANT	CONFUSED	DEPRESSED	BETRAYED
								
INTELLIGENT	LUCKY	CONFIDENT	SKEPTICAL	SCARED	HELPLESS	DISAPPOINTED	IRRITATED	EXPLOSIVE
								
ACCEPTED	HOPEFUL	PLAYFUL	HOPELESS	INVISIBLE	FRUSTRATED	POWERLESS	DISGUSTED	VIOLENT
								
STRONG	SILLY	GOOD	UNSURE	EMPTY	WORTHLESS	GUARDED	SNEAKY	RAGE
								
UNBREAKABLE	EXCITED	ABANDONED	LOST	ALONE	REJECTED	TOXIC	HURT	OVERWHELMED

Understanding and Managing Anxiety



Uncertainty and anxiety during the Covid Epidemic:

https://www.youtube.com/watch?v=s_FGsRJBWF4

How to avoid anxiety contagion:

<https://www.psychologytoday.com/us/blog/pain-explained/202003/anxiety-contagion-tips-relief>

20 Questions to ask yourself to help with Covid-19 Anxiety:

<https://tinyletter.com/theanxiousoverachiever/letters/20-questions-to-help-with-covid-19-anxiety>

Online toolkit for managing Covid-19 Anxiety:

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

Porirua Child and Adolescent Mental Health Services
Mental Health, Addictions & Intellectual Disability Service
sTe-Upoko-me-Te-Karu-o-Te-Ika
www.mhaid.health.nz

Russ Harris – ACT approach to responding to Coronavirus:

['FACE COVID' - How to Respond Effectively to the Corona Crisis](#)

<https://www.youtube.com/watch?v=BmvNCdpHUyM&app=desktop>

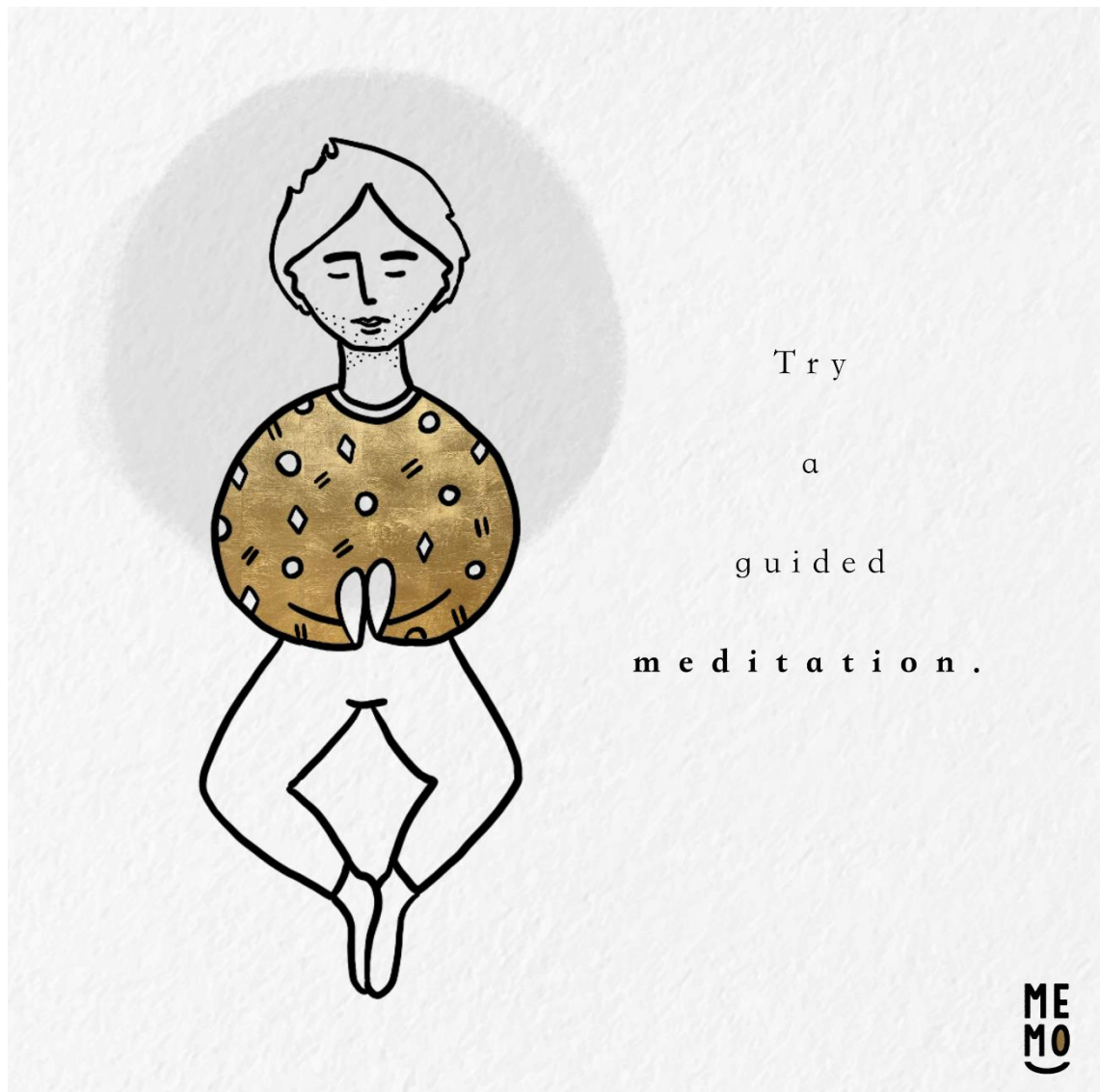
Handout talking through different relaxation techniques including breathing and progressive muscle relaxation:

[Relaxation Techniques for Kids](#)

Handout from Vicky (Occupational Therapist) including sensory modulation:

[GETTING ACTIVE WHEN GETTING OUT AND ABOUT IS A CHALLENGE](#)

[IDEAS FOR MANAGING ENERGY FILLED/DYSREGULATED KIDS AT HOME AND IN ISOLATION](#)



Anxiety Management Apps

Headspace: guided mindfulness and meditation

Offering free support during the Covid crisis

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

Calm: support for meditation and sleep

Download through the app store on your device

See this article below about how best to use the Calm app

<https://www.businessinsider.com.au/calm-meditation-app-cost-pictures-valuation-2018-3?r=US&IR=T>

Virtual Hope Box: to help people cope with anxiety/depression

Download through the app store on your device

<https://www.healthnavigator.org.nz/apps/v/virtual-hope-box-app/>

Smiling Mind: web and app based support for learning mindfulness

<https://www.smilingmind.com.au/>

Go Noodle: <https://www.gonoodle.com/>

Movement and mindfulness videos created by child development experts. Available for free at school and at home

Distress Tolerance

T – Temperature

(Changes in temperature can help e.g. having a cold/hot shower, splashing face with ice cold water, holding an ice cube until it melts)

I – Intense Exercise

(Short burst of intense level exercise e.g. star-jumps, push-ups, short run, something else that gets your heart rate up)

P – Progressive muscle relaxation

(Process of tensing and relaxing each muscle group, alternating left and right – starting with hands, fists, forearm, shoulder, neck, face, forehead, abs, gluts, thighs, calves, feet)

See child friendly script in Anxiety Appendix

A sensory modulation approach to managing distress

Grounding techniques:

<https://www.counselorkeri.com/2019/04/02/help-kids-manage-worry/>



Exercise

Try some yoga, either by yourself or with the kids:

<https://www.youtube.com/user/yogawithadriene>

<https://www.youtube.com/user/CosmicKidsYoga>

The following workout app is currently free until May 1. It has options for yoga, HITT workouts, Barre Workouts and 7 Minute Workouts. The workouts can be personalised to suit your needs and your music preferences:

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

Sport NZ news release:

<https://sportnz.org.nz/news-and-events/covid-19/staying-active-in-lockdown/>

P.E. With Joe – free on YouTube:

<https://www.youtube.com/watch?v=qGKGNzNbWjU>

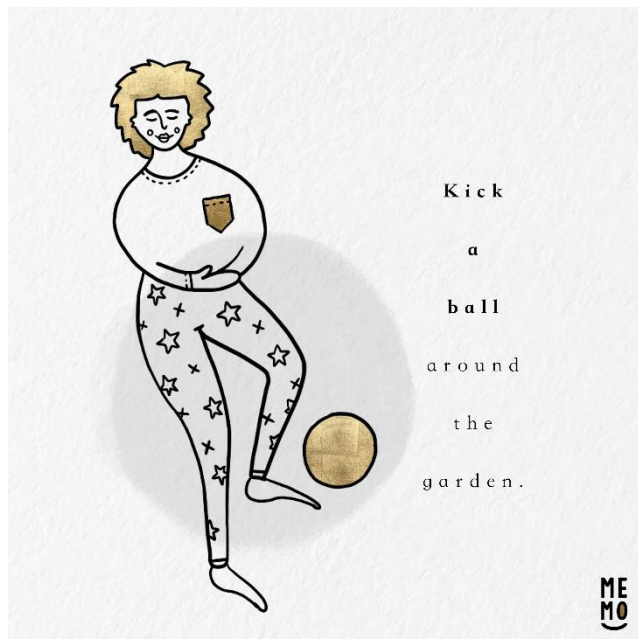
Music, movement and mindfulness website for kids:

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

Moms into Fitness has a wide range of exercise resources online and an app to download (first 7 days free, then a monthly cost), but at the moment she has published some free workouts, including this family playlist below:

<https://studio.momsintofitness.com/family-playlist>

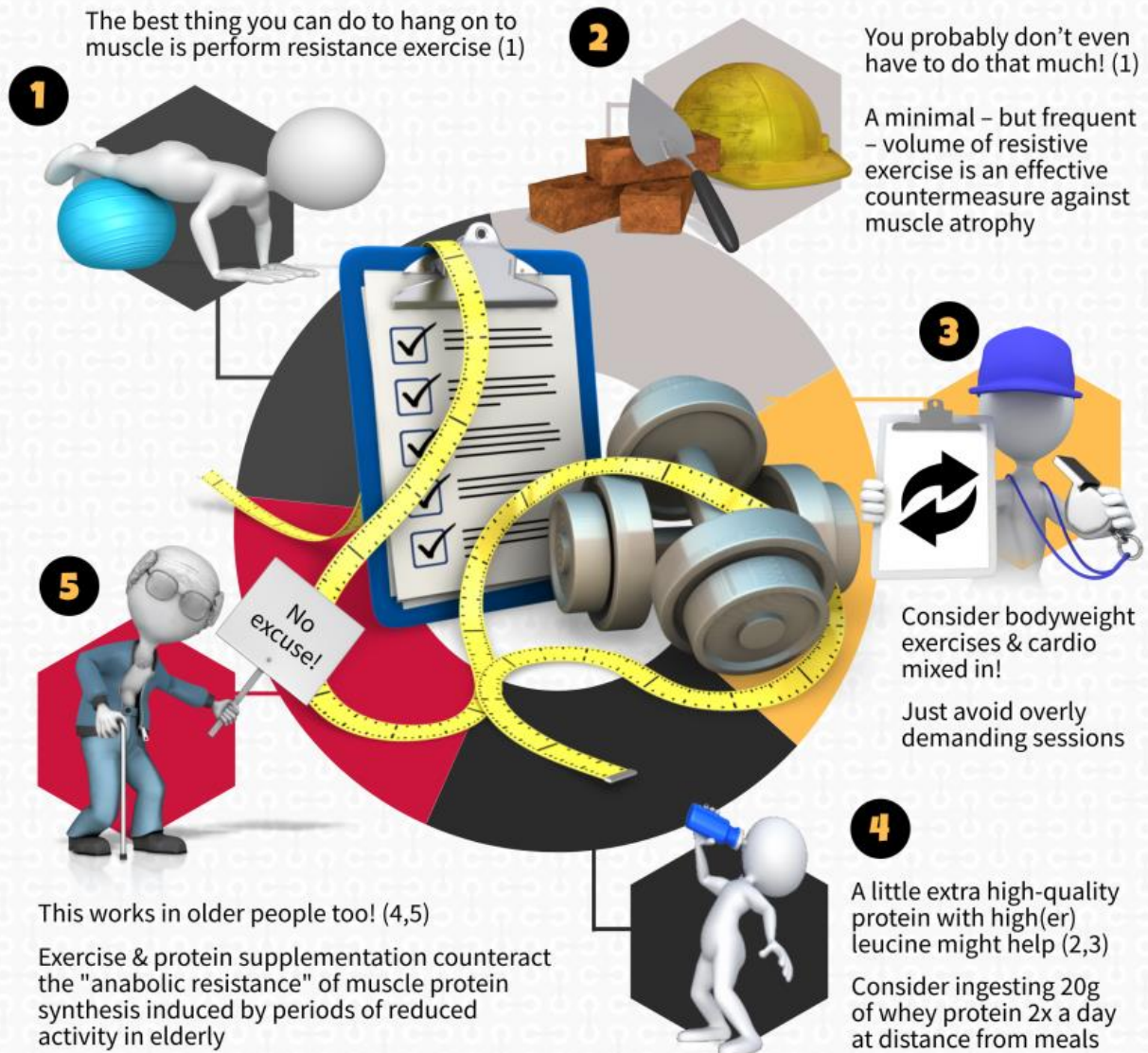
Find some online workouts or download an exercise app that takes your fancy – some gyms are posting video links or live streaming workouts e.g. Les Mills has indicated they might do some classes on TVNZ at some stage.



HOW TO PRESERVE YOUR MUSCLE MASS DURING THE QUARANTINE

By Stuart Phillips, Pr. at McMaster University @mackinprof

Designed by @YLMSSportScience



Wash your hands, and socially distance and stay safe... fitness without a gym isn't easy, but it can be done!

References: 1. Oates et al. 2010, 2. English et al. 2016, 3. Holloway et al. 2019, 4. Yamauchi et al. 2009, 5. Yamada et al. 2019

Sleep



Maintaining sleep hygiene remains important, but can be difficult in a lockdown period when routines are changed and people are staying indoors.

[Sleeping tips when staying indoors during isolation period](#)



HEALTHY SLEEP HYGIENE IN KIDS

For the first time, sleep was included in the 2016 ParticipACTION Report Card on Physical Activity for Children and Youth.

Research shows that almost a third of Canadian children and teenagers aren't getting enough sleep each night. Those that are getting enough sleep may not be getting good quality sleep and the negative implications of poor sleep may impact other areas of their lives. For example, too little sleep is associated with excess body weight, lower academic achievement, and shorter attention span.

So what can you do? That's where sleep hygiene comes in. Sleep hygiene describes the habits and practices that are conducive to sleeping well on a regular basis. Below are tips to help give children and teens the good quality rest they need.

GENERAL TIPS FOR HAVING HEALTHY SLEEP HYGIENE

<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Go to bed and wake up at the same time every day (even on the weekends!)</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Avoid caffeine consumption (e.g., coffee, soft drinks, chocolate) starting in the late afternoon</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Expose yourself to bright light in the morning – sunlight helps the biological clock to reset itself each day</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Make sure your bedroom is conducive to sleep – it should be dark, quiet, comfortable, and cool</p> </div> </div> <div style="display: flex; align-items: center;"> <div> <p>Sleep on a comfortable mattress and pillow</p> </div> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Don't go to bed feeling hungry, but also don't eat a heavy meal right before bed</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Develop a relaxing routine before bedtime – ideas include bathing, music, and reading</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Reserve your bedroom for sleeping only – keep cell phones, computers, televisions and video games out of your bedroom</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Exercise regularly during the day</p> </div> </div> <div style="display: flex; align-items: center;"> <div> <p>Don't have pets in your bedroom</p> </div> </div>
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The full 2016 Report Card and additional tools and resources are available online at www.participACTION.com/reportcard

References:

ParticipACTION. Are Canadian kids too tired to move? The 2016 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto: ParticipACTION; 2016.

Chaput JP, Gray CE, Poitras VJ, Carson V, Gruber R, Olds T, Weiss SK, Gorber SC, Kho ME, Sampson M, Belanger K, Eryuslu S, Callender L, Tremblay MS. Systematic review of the relationships between sleep duration and health indicators in school-aged children and youth. *Applied Physiology Nutrition and Metabolism*. 2016, 41(6): S266-S282.



Parental Wellbeing

This may be a very difficult time for parents – being expected to take on the roles of parent, teacher and for many continue to work from home. It isn't possible to do all 3 of these roles well all the time, so be gentle on yourself.

- If in doubt, prioritise child-led play or cuddle-time over education – teachers are not expecting you to provide a full education for your children at home. If your children can be self-directed with some of their learning that is great, but if they can't then you do not have to run a full school program for them. Children and youth are resilient, especially those who access CAMHS services, and they will get through this time. They will have plenty of time to catch up on their education.
- Prioritise and decide what work is most important and what will just have to wait in the context of a pandemic. For those who are lucky enough to have other adults in the house to share childcare responsibilities with then try and schedule some uninterrupted time for each of you to do work.
- There are other sections of this resource that focus on how to look after your children and keep them safe and happy, which for most parents is the primary concern. But please don't forget to look after yourself as a parent. See the resources on general wellbeing, self-care and mental wellbeing during Covid-19, and some other specific resources below.

Public Service Announcement

Parents: What we are being asked to do is not humanly possible. There is a reason we are either a working parent, a stay-at-home parent, or a part-time working parent.

Working, parenting, and teaching are three different jobs that cannot be done at the same time.

It's not hard because you are doing it wrong. It's hard because it's too much. Do the best you can.

When you have to pick, because at some point you will, choose connection. Pick playing a game over arguing about an academic assignment. Pick teaching your child to do laundry rather than feeling frustrated that they aren't helping. Pick laughing, and snuggling, and reminding them that they are safe.

If you are stressed, lower your expectations where you can and virtually reach out for social connection. We are in this together to stay well. That means mentally well, too.

Emily W. King, Ph.D.

Parenting young children in the time of Coronavirus (includes a link to mindfulness/calming activities for young children):

<https://www.firstthingsfirst.org/first-things/parenting-in-the-time-of-coronavirus/>

[MENTAL HEALTH WELLNESS TIPS FOR QUARANTINE](#) – tips from a clinical psychologist

[5 Ways Towards Wellbeing](#) – a compilation of tips for staying mentally well during this time

The importance of self-care as a parent of young children:

<https://www.zerotothree.org/resources/3262-young-children-at-home-during-the-covid-19-outbreak-the-importance-of-self-care>

Maintain connectedness with other family and friends via technology – video chats or phone calls. Here are some tips to make the most of video chats with young children:

<https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats>

And some parents may even be separated from their young children:

<https://www.zerotothree.org/resources/3289-separated-from-your-young-child>

<https://www.zerotothree.org/resources/3294-staying-connected-while-separated-from-your-young-child>

And remember to sometimes take a break for yourself!



Daily Scheduling

Creating a schedule when at home with your children may provide some sense of structure and routine. This can be important for helping children (and parents) maintain a sense of normality.

But just remember that your children are resilient, they will survive and get through this, and you as a family will find a new normal even if it doesn't exactly follow the schedule you have developed. Be kind to yourselves.

Below is an example schedule of what a day at home could look like:

COVID-19 DAILY SCHEDULE

© Jessica McHale Photography

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

Home Activities with Kids

It can be overwhelming facing a month at home with the children. Schools may provide some suggested learning activities, and it is also important to have plenty of play time with your children. They are likely to remember the sense of security that they feel at home, and the fun they have with their parents, more than the details of the pandemic itself.



Below are a range of suggested activities that might inspire you, followed by pages of useful academic links for focussing on science at home, or educational apps that you may find useful.

For younger children:

<https://www.zerotothree.org/resources/3264-at-home-activity-guide>

RNZ Guide to online resources for kids:

<https://www.rnz.co.nz/news/national/412876/coronavirus-lockdown-at-home-a-guide-to-online-resources-for-kids>

Try some child-friendly yoga at home:

<https://www.youtube.com/user/CosmicKidsYoga>

<https://preschoolinspirations.com/kid-yoga-videos/>

Listen to stories online:

<https://storytime.rnz.co.nz/>

<https://www.worldofdavidwalliams.com/elevenses/> - free audio stories for kids every day at 11am

Sensory activities – better suited for younger kids:

<https://funlearningforkids.com/sensory-play-activities/>

Listen to Disney songs (or similar):

<https://www.youtube.com/watch?v=4DanMuhLRVE>

Handout from Vicky (Occupational Therapist) including sensory modulation:

[GETTING ACTIVE WHEN GETTING OUT AND ABOUT IS A CHALLENGE](#)

[IDEAS FOR MANAGING ENERGY FILLED/DYSREGULATED KIDS AT HOME AND IN ISOLATION](#)

Download SKIP App for simple, fun family activities:

https://resources.skip.org.nz/home/ResourceSearchForm?Topics&Types&Languages=3&Search=Tiny+Adventures+App&action_ResourceSearchResults=Find

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Consider taking your children on a neighbourhood bear hunt – neighbourhoods around the world are placing teddy bears in windows so that children can view them from a safe distance from the footpath. Get your children to choose a bear (or other soft toy) to sit in your window and then go for a short walk for your own bear hunt. Just remember a few key safety tips:

- Only stay local, walk around the block and see how many bears you can count
- Stay 2m away from anyone else who might be out for a walk, don't congregate with other people looking for bears, and don't try to touch the bears
- Only do this activity with the people in your "bubble", this is not an activity that can be shared in person with other people
- Consider sharing it virtually; share photos of the bears you hunted with other friends and family via social media

At home activities for kids

- ☐ Create paper planes
- ☐ Sponge stamps
- ☐ Make bookmarks
- ☐ Paint pet rocks
- ☐ Create paper boats
- ☐ Finger paint
- ☐ Friendship bracelets
- ☐ Make a bird-feeder
- ☐ Create sock puppets
- ☐ Hand-print / footprint art
- ☐ Create a scrapbook
- ☐ Decorate T-shirts
- ☐ Paint leaves & flowers
- ☐ Make a time capsule
- ☐ Button art
- ☐ Colouring in book
- ☐ Make birthday cards
- ☐ Build a cardboard castle
- ☐ Draw a self portrait
- ☐ Paint a jar
- ☐ Make masks
- ☐ Build a fort
- ☐ Marble painting
- ☐ Mark play-dough
- ☐ Make slime
- ☐ Make coloured rice
- ☐ Write a story
- ☐ Have a movie day
- ☐ Have a fashion show
- ☐ Make dinner together
- ☐ Bake a cake
- ☐ Do yoga / stretches
- ☐ Have a treasure hunt
- ☐ Build something with Lego
- ☐ Puppet show
- ☐ Learn to draw
- ☐ Card games
- ☐ Dance party
- ☐ Put on a play
- ☐ Play doctors
- ☐ Indoor hopscotch
- ☐ Have a tea party
- ☐ Create a vision board
- ☐ Play I spy
- ☐ Decorate cupcakes
- ☐ Make a marble run
- ☐ Play Simon says
- ☐ Board games
- ☐ Hide & seek
- ☐ Play bingo
- ☐ Puzzles
- ☐ Create a new game
- ☐ Read books
- ☐ Draw a maze
- ☐ Dominoes
- ☐ Freeze dance game
- ☐ Noughts & crosses
- ☐ Dots & boxes
- ☐ Hangman
- ☐ Keep the balloon up
- ☐ Science experiments
- ☐ Origami
- ☐ Learn to knit/sew
- ☐ Make musical instruments
- ☐ Write letters to family/friends
- ☐ Start a garden
- ☐ Make superhero costumes
- ☐ Create a touch & feel box
- ☐ Matching / sorting games
- ☐ Memory Games
- ☐ Bubbles
- ☐ Obstacle course
- ☐ Hot potato / hacky sack
- ☐ Animal charades
- ☐ Indoor bowling
- ☐ Floor is lava
- ☐ Paper, scissors, rock
- ☐ Alphabet game
- ☐ Jump rope
- ☐ DIY ice-creams
- ☐ Camp in the backyard
- ☐ Have a water fight
- ☐ Chalk footpath drawings
- ☐ Watch the clouds
- ☐ Have a backyard picnic
- ☐ Learn a new game
- ☐ Try a new food
- ☐ Wash the car
- ☐ Face painting
- ☐ Brain puzzles
- ☐ Make paper flowers
- ☐ Find printables on-line
- ☐ Make smoothies
- ☐ Play Pictionary
- ☐ Create a thank-you jar
- ☐ Run in the sprinklers/rain
- ☐ Make a fairy garden
- ☐ Play-dough
- ☐ Water play/pouring
- ☐ Make salt dough
- ☐ Paper macha
- ☐ Create a puzzle
- ☐ Build a house of cards
- ☐ Play school
- ☐ Write / sing a new song
- ☐ Make a poster
- ☐ Play trains
- ☐ Play grocery store
- ☐ Create / write a book
- ☐ Decorate boxes
- ☐ Ring / ball toss game
- ☐ Make fruit loop necklace
- ☐ Cut up magazines
- ☐ Catch bugs
- ☐ Make an ant/worm farm
- ☐ Make finger puppets
- ☐ Play dress ups
- ☐ Draw a object
- ☐ Wash the dog
- ☐ Make paper hats
- ☐ Pasta/bead necklaces
- ☐ Re-arrange your room
- ☐ Make paper decorations
- ☐ Learn to juggle
- ☐ Create/learn a dance
- ☐ Make shadow puppets
- ☐ Build toothpick / popsicle bridge
- ☐ Blind taste testing
- ☐ Give each other crazy hair dos
- ☐ Make each other laugh
- ☐ Play 20 questions
- ☐ Use water to "paint" the house / footpath
- ☐ Tell silly stories / jokes
- ☐ Leaf & flower rubbings
- ☐ Wash dirty toys
- ☐ Make / decorate a photo frame
- ☐ Create signs for around the house
- ☐ Make a photo book

Follow the instructions for each day. The only rule is to have fun and use your imagination!

Follow the instructions for each day. The only rule is to have fun and use your imagination!							
Day 1	You were hired by an amusement park to create a new roller coaster.	Day 2	NASA needs you to build a new rocket.	Day 3	Your parents want to build a new home and they want you to build it.	Day 4	Hollywood hires you to build a movie set for a new Star Wars movie.
Day 5	You enter a contest to build the world's tallest tower. Will you win?	Day 6	You are stuck on Mars and need to build a new ship to get home.	Day 7	Ford hires you to create the toughest pick up truck in the world.	Day 8	You and 4 friends are stranded on an island. Build a boat to find a way home.
Day 9	Dr. Who hires you to build a new TARDIS.	Day 10	You are asked by the President to build a new monument to George Washington.	Day 11	Mr. Hilton hires you to build a new hotel.	Day 12	There is a circus in town. Build a place for the performance.
Day 13	The city wants you to build a bridge to connect one side of the town to the other.	Day 14	Pizza party! It is up to you to make a pizza for all the guests, other.	Day 15	You are hired to build a brand new hospital.	Day 16	The fence is broke and the dog keeps escaping. Build one he can't get out of.
Day 17	You are elected ruler. Build a flag for your land.	Day 18	Allens are invading and you need to build a war robot to defeat them.	Day 19	You are hired to build a house entirely out of yellow Legos.	Day 20	There is blizzard. You will need to build a snowmobile
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Kids Lock down Challenge!

24 March Bake something for lunch! Must be completely made by the kids, adults can only assist with cooking and must have minimal input. E.g.: Cupcakes, cookies, toasties etc	25 March Crafts. Share your craft creations using empty toilet rolls, colour them in, cut them up, do what ever you like, have a look on google to find some ideas.	26 March Bedroom Tours! Take us for a special tour through your bedroom, where do you sleep? What are your favourite things in your room, what's special about your room?	27 March Gardening time! Weed the gardens, clear some space, plant some seeds, get outside and get grubby! Show us something cool about your outdoor space or a bug you have found!	28 March Hair Do day! Share a video of you with funky hair, maybe get an adult to try out a hair braiding technique or go nuts spiking up those locks! Let's have some hair pamper time!	29 March More about you. Share your pepeha or share some pictures of where your whanau are from or introduce the members of your family.	30 March Play a game as a family, this can be anything! Board games, cards, video games versus each other, Simon says, eye spy... Anything!
31 March Talent day! Read a story, tell a joke, play an instrument, sing a song, do a skit, show us your talent! Be sure to include the adults in your house.	1 April April Fools Day! Prank some one in your family and catch it on camera!! Be safe, make sure no one gets hurt!	2 April Obstacle Challenge! Create an obstacle course in your house, blind fold your mum or dad and guide them through your course using only your words... No peeking Parents!!!	3 April Memories! Share about your favourite holiday or place to be in NZ. Why is it your favourite? What makes it so special? What are 2 things you remember doing there?	4 April Appreciation day! Do something special for one of your siblings or for some one special in your house, you could write them a card, maybe make their bed or help them with something. Show you love them	5 April Crafts day! Can you transform an empty container into something awesome?? Let's see what great creations you come up with from an empty container or box of any size!	6 April Dress up day! Go raid your parents' wardrobe, and give us a fashion show, strut your stuff down your hallway catwalk!
7 April Jump Jam/Dance day! Throw on your fav jump jam clip on YouTube or put on your fav track and get your boogie on, show us those funky dance moves! Or tik tok...	8 April Breaking News!! Pretend you're a news reporter and have an interview with an adult, ask them questions, make sure too have your camera crew ready! And can't forget the pretend microphone!	9 April Magic Show! Do you know any magic tricks or illusions?? Share an amazing magic trick with us all!	10 April Good Friday Egg Decorating. Paint some hollowed egg shells or some rocks, perhaps make some paper mache eggs and decorate them for Easter.	11 April Pamper Mum/Dad day.... Pick out an outfit for them to wear, do their makeup and maybe nails, brush their hair... lets have fun making them feel pampered and special!	12 April Easter Sunday Hide and seek. Quick!! Ready or not... here I come!! Hide away and an adult has to come find you! Let's see those great hiding spots on camera!	13 April Easter Monday Can you help with food prep for tonight's dinner? Maybe peel some potatoes, slice some vegetables or help getting the ingredients out of the cupboard, show us your awesome helping!
14 April Outdoor Crafts Can you make a stick person out of sticks, leaves, bark and whatever other materials you can find outside, don't forget to give your person a name!	15 April Family Game Make up a family game of charades. Write/draw animals on some paper, place in a hat and start acting them out! Don't forget adults need to play too!	16 April What's for lunch? Make lunch for your family. You could slice up fruit, make some sandwiches or whatever your allowed to use, surprise us with a yummy lunch!	17 April Shoe Tower! How high can you stack shoes? Create the highest tower by stacking shoes in your house on top of each other, how high will it get without falling?	18 April Bubble Bubble! Can you make the biggest bubble? Mix some dishwashing liquid and water and see what different things can make bubbles, e.g. potato masher, string tied to sticks, sieve	19 April My Favourite things. Gather a bunch of things that are special to you and share them with us all, talk about why you like them, what makes them special and where they came from.	20 April Story time Write a story about your past 4 weeks and don't forget pictures, share with us some of the things you've done and enjoyed while being on Lock down.

Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS
IN A BAG OR BASKET. CHECK THE BOXES
AS YOU FIND EACH ONE.

- ☐ 5 LEAVES THAT LOOK DIFFERENT
- ☐ A STICK THAT IS LONGER THAN YOUR HAND
- ☐ A ROCK WITH SPOTS ON IT
- ☐ A FLOWER
- ☐ A FLAT ROCK
- ☐ 10 BLADES OF GRASS
- ☐ SOMETHING YOU LOVE TO PLAY WITH
- ☐ A PIECE OF TRASH YOU CAN RECYCLE
- ☐ SOMETHING THAT IS BROWN
- ☐ SOMETHING THAT IS HEAVY
- ☐ SOMETHING THAT IS VERY LIGHT
- ☐ SOMETHING THAT NEEDS SUN TO LIVE
- ☐ AN ITEM SMALLER THAN YOUR THUMB
- ☐ SOMETHING THAT STARTS WITH "M"
- ☐ SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything
gets put back where it belongs!

Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS
IN A BAG OR BASKET. CHECK THE BOXES
AS YOU FIND EACH ONE.

- ☐ A TOY WITH WHEELS
- ☐ A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- ☐ A PAIR OF MATCHING SOCKS
- ☐ 4 THINGS THAT ARE GREEN
- ☐ SOMETHING VERY SOFT
- ☐ A TOY SMALLER THAN YOUR HAND
- ☐ SOMETHING ROUND
- ☐ A BOOK WITH NUMBERS IN IT
- ☐ 5 LEGOS THAT ARE ALL DIFFERENT
- ☐ A PHOTO OF SOMEONE YOU LOVE
- ☐ AN ITEM YOU CAN SEE YOURSELF IN
- ☐ AN ITEM THAT MAKES YOU FEEL COZY
- ☐ A TOY THAT HAS 3 DIFFERNT COLORS
- ☐ A MOVIE THAT HAS "S" IN THE TITLE
- ☐ YOUR SNUGGLIEST STUFFED ANIMAL

Ready for snack? Make sure everything
gets put back where it belongs!

Online Exploring

Virtual tours of some museums, zoos and attractions:

<https://www.stuff.co.nz/travel/news/120514658/these-historic-sites-and-attractions-are-offering-virtual-tours?cid=app-iPhone>

<https://www.goodhousekeeping.com/life/travel/a31784720/best-virtual-tours/>

<https://www.mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online>

<https://www.refinery29.com/en-us/2020/03/9576127/free-virtual-tours-online>

<https://hyperallergic.com/547919/2500-virtual-museum-tours-google-arts-culture/>

<https://www.montereybayaquarium.org/animals/live-cams>

Some examples of free live-streamed cultural events:

<https://slate.com/culture/2020/03/coronavirus-best-free-live-streams-sondheim-instagram.html>

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

<https://www.playbill.com/article/15-broadway-plays-and-musicals-you-can-watch-on-stage-from-home>

KID'S SCIENCE:

Experiments:

<https://thesciencemomblog.com/>
<http://www.sciencekids.co.nz>
<http://www.kidspot.com.au/things-to-do/collection/science-experiments>
<http://easyscienceforkids.com>
<https://www.education.com/activity/science/>
<http://www.scienceforkidsclub.com>
<http://www.ducksters.com/science/>
<http://www.biology4kids.com>
<http://pbskids.org/games/science/>
<https://www.kcedventures.com/blog/kids-books-and-websites-about-animals-plants-and-human-biology>
<http://www.kidsites.com/sites-edu/science.htm>
<https://www.thespruce.com/top-science-websites-for-kids-1259286>
<https://www.reallygoodstuff.com/community/11-free-science-websites-for-kids/2/>
http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml
<http://www.math-exercises-for-kids.com>
<https://www.mathsisfun.com>

YOUTUBE CHANNELS

AsapScience: <https://www.youtube.com/user/AsapSCIENCE>
Bozeman Science: <https://www.youtube.com/user/bozemanbiology/>
Bunsen Burns: <https://www.youtube.com/channel/UCFiQZoh3DAWBt81eGtdp62Q/>
ChemistNATE: <https://www.youtube.com/user/chemistNATE>
Crash Course Kids: <https://www.youtube.com/user/crashcoursekids/>
CrashCourse: <https://www.youtube.com/user/crashcourse>
Everyday Science TV: <https://www.youtube.com/user/EverydayScienceTV/>
HighSchool Science 101: <https://www.youtube.com/channel/UCqmJHgZzYJ3VYZeGYfZoa3g>
It's Okay To Be Smart: <https://www.youtube.com/user/itsokaytobesmart/>
KhanAcademy: <https://www.youtube.com/user/khanacademy/>
Kurzgesagt – In a Nutshell: <https://www.youtube.com/user/Kurzgesagt/>
Mastering Organic Chem: <https://www.youtube.com/user/MasterOrganicChem>
MinutePhysics: <https://www.youtube.com/user/minutephysics/>
MIT Course Ware: <https://www.youtube.com/user/MIT/>
National Geographic: <https://www.youtube.com/user/NationalGeographic/>
Periodic Videos: <https://www.youtube.com/user/periodicvideos>
SciShow Kids: <https://www.youtube.com/user/scishowkids>
SciShow Psych: <https://www.youtube.com/channel/UCUdettijNYvLAm4AixZv4RA>
SciShow Space: <https://www.youtube.com/user/scishowspace>
SciShow: <https://www.youtube.com/user/scishow/>
ScienceMom: <https://www.youtube.com/channel/UC-QcZISbFb9EilEQ41cVhwx/featured>
Smarter Everyday: <https://www.youtube.com/user/destinws2/>
Veritasium:: <https://www.youtube.com/user/1veritasium>
Yale courses: <https://www.youtube.com/user/YaleCourses>

Educational Apps/Sites

Online educational tool – use the offer code NZLTWINKLHELPS for a one month subscription free of charge:

www.twinkl.co.uk/offer

Reading Eggs – targeted reading and maths lessons and activities (free 30 day trial)

Duolingo for kids – Learn French and Spanish

Khan Academy: <https://www.khanacademy.org/>

Offers video instruction and practice on many subjects including math, science, art and test prep.

Epic! – collections of books and stories

Audible – currently gives access to free audiobooks

BrainPOP: <https://www.brainpop.com/>

Offers animated videos covering many subjects, the site is currently offering free access to families.

The Kennedy Center Lunch Doodles with Mo Williams: <https://www.kennedy-center.org/education/mowillems/>

Draw, doodle and explore new ways of writing by visiting Mo's studio virtually once a day for the next few weeks.

XtraMath: <https://xtramath.org/#/home/index>

Offers basic math fact practice

Health Professional Wellbeing and Tips

WHO information about rights, roles and responsibilities during Covid-19

https://www.who.int/docs/default-source/coronaviruse/who-rights-roles-respon-hw-covid-19.pdf?sfvrsn=bcabd401_0

Managing Covid-19 Stress for Health Professionals:

<https://www.ptsd.va.gov/covid/COVID19ManagingStressHCW032020.pdf>

Staying Sane When Working From Home:

<https://edition.cnn.com/2020/03/12/success/work-from-home-tips/index.html?fbclid=IwAR2cKUHZN5ExppBuPLxFnDOHJGGozLcORkepleOZUsiGK0uM-2NACTkc7Gc>

Find some hope in thinking about post-traumatic growth:

<https://www.acesconnection.com/blog/post-traumatic-growth-from-the-corona-virus-finding-hope>

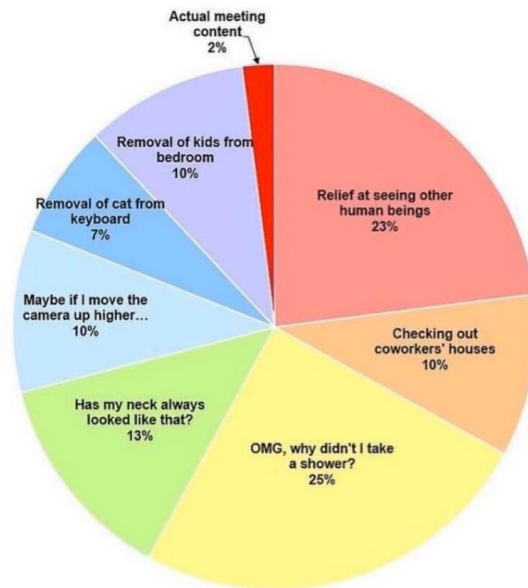
Protecting vulnerable communities during a pandemic:

https://www.healthaffairs.org/doi/10.1377/hblog20200319.757883/full/?utm_campaign=HASU+3-22-20&utm_medium=email&utm_content=COVID-19%3A+What+Congress+Should+Do+Next%2C+US+Hospital+Capacity%2C+Coronavirus+Responders%2C+Telehealth%3B+The+Power+Of+Access+To+Affordable+Care&utm_source=Newsletter&

Resources about telepsychology and coronavirus information:

https://www.nationalregister.org/coronavirus-resources/?utm_source=mailchimp&utm_medium=coronavirus-post&utm_campaign=coronavirus_resources

Diagram of Zoom Meeting Attention Span



Student Wellbeing

<https://www.batyr.com.au/supporting-student-mental-health-and-wellbeing-during-covid-19/>

Podcast: how to effectively help students during an epidemic
<https://heterodoxacademy.org/podcast-hhh-82-katie-gordon/>

Adults Learning

FREE ONLINE COURSES (Watch recorded university lectures from universities around the world. Classes include ((but are not limited to)): Chemistry, Biology, Physics, Microbiology, Climate Change, Math, Business, Psychology, Engineering, KNITTING!!, computer programming) (Most free online learning sites have mobile apps as well):

Academic Earth: <http://academicearth.org/>

Alison: <https://alison.com/>

BBC Learning: <http://www.bbc.co.uk/learning/>

Carnegie Mellon University OLI: <http://oli.cmu.edu/>

Coursera: <https://www.coursera.org/>

edX: <https://www.edx.org/>

FutureLearn: <https://www.futurelearn.com>

iversity: <https://iversity.org/>

Khan Academy: <https://www.khanacademy.org/>

MIT Open Courseware: <https://ocw.mit.edu/index.htm>

Open Yale Courses: <http://oyc.yale.edu/>

open2study: <https://www.open2study.com/>

OpenLearn: <http://www.open.edu/openlearn/free-courses>

Saylor: <https://www.saylor.org/>

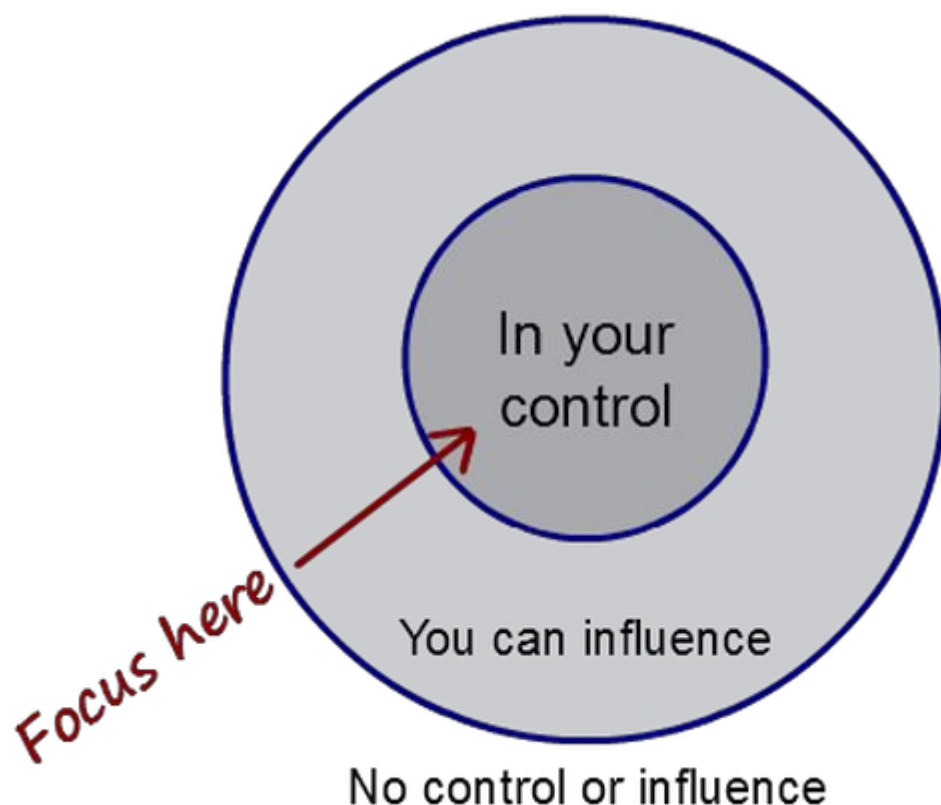
Skillshare: <https://www.skillshare.com/browse/knitting> (you can upgrade to premuim)

Stanford Online: <http://online.stanford.edu/courses>

APPENDICES:

'FACE COVID' - How to Respond Effectively to the Corona Crisis

Posted by: [coronadosafe](#) 4 days, 5 hours ago



by Dr Russ Harris, author of The Happiness Trap

'FACE COVID' is a set of practical steps for responding effectively to the Corona crisis, using the principles of acceptance and commitment therapy (ACT). Here's a quick summary of the key steps, and in the pages that follow we'll explore them all in more depth:

F = Focus on what's in your control **A** = Acknowledge your thoughts & feelings **C** = Come back into your body **E** = Engage in what you're doing **C** = Committed action **O** = Opening up **V** = Values **I** = Identify resources **D** = Disinfect & distance

Let's now explore these, one by one

F = Focus on what's in your control

The Corona crisis can affect us in many different ways: physically, emotionally, economically, socially, and psychologically. All of us are (or soon will be) dealing with the very real challenges of widespread serious illness and the inabilities of healthcare systems

to cope with it, social and community disruption, economic fallout and financial problems, obstacles and interruptions to many aspects of life ... and the list goes on.

And when we are facing a crisis of any sort, fear and anxiety are inevitable; they are normal, natural responses to challenging situations infused with danger and uncertainty. It's all too easy to get lost in worrying and ruminating about all sorts of things that are out of your control: what might happen in the future; how the virus might affect you or your loved ones or your community or your country or the world - and what will happen then - and so on. And while it's completely natural for us to get lost in such worries, it's not useful or helpful. Indeed the more we focus on what's *not* in our control, the more hopeless or anxious we're likely to feel. So the single most useful thing anyone can do in any type of crisis - Corona-related or otherwise - is to: **focus on what's in your control**.

You can't control what happens in the future. You can't control Corona virus itself or the world economy or how your government manages this whole sordid mess. And you can't magically control your feelings, eliminating all that perfectly natural fear and anxiety. But you can control *what you do* - here and now. And that matters.

Because *what you do* - here and now - can make a huge difference to yourself, and anyone living with you, and a significant difference to the community around you.

The reality is, we all have far more control over our behaviour, than we do over our thoughts and feelings. So our number one aim is to take control of our behaviour - right here and now - to respond effectively to this crisis.

This involves both dealing with our inner world - all our difficult thoughts and feelings - and our outer world - all the real problems we are facing. How do we do this? Well, when a big storm blows up, the boats in the harbour drop anchor - because if they don't, they'll get swept out to sea. And of course, dropping anchor doesn't make the storm go away (anchors can't control the weather) - but it can hold a boat steady in the harbour, until the storm passes in its own good time.

Similarly, in an ongoing crisis, we're all going to experience 'emotional storms': unhelpful thoughts spinning inside our head, and painful feelings whirling around our body. And if we're swept away by that storm inside us, there's nothing effective we can do. So the first practical step is to 'drop anchor', using the simple ACE formula:

A = Acknowledge your thoughts and feelings

C = Come back into your body

E = Engage in what you're doing

Let's explore these one by one:

A = Acknowledge your thoughts and feelings

Silently and kindly acknowledge whatever is 'showing up' inside you: thoughts, feelings, emotions, memories, sensation, urges. Take the stance of a curious scientist, observing what's going on in your inner world.

And while continuing to acknowledge your thoughts and feelings, also

C = Come back into your body

Come back into and connect with your physical body. Find your own way of doing this. You could try some or all of the following, or find your own methods:

- Slowly pushing your feet hard into the floor.*
- Slowly straightening up your back and spine; if sitting, sitting upright and forward in your chair.*
- Slowly pressing your fingertips together*
- Slowly stretching your arms or neck, shrugging your shoulders.*
- Slowly breathing*

Note: you are not trying to turn away from, escape, avoid or distract yourself from what is happening in your inner world. The aim is to remain aware of your thoughts and feelings, continue to acknowledge their presence and at the same time, come back into and connect with your body, and actively move it. Why? So you can gain as much control as possible over your physical actions, even though you can't control your feelings. (Remember, F = Focus on what's in your control)

And as you acknowledge your thoughts & feelings, and come back into your body, also

E = Engage in what you're doing

Get a sense of where you are and refocus your attention on the activity you are doing.

Find your own way of doing this. You could try some or all of the following suggestions, or find your own methods:

- Look around the room and notice 5 things you can see.*
- Notice 3 or 4 things you can hear.*
- Notice what you can smell or taste or sense in your nose and mouth*
- Notice what you are doing*
- End the exercise by giving your full attention to the task or activity at hand. (And if you don't have any meaningful activity to do, see the next 3 steps.)*

Ideally, run through the ACE cycle slowly 3 or 4 times, to turn it into a 2- 3 minute exercise.

If you wish, to help you get the hang of this, you can download some free audio recordings of 'dropping anchor' exercises, varying from 1 minute to 11 minutes in length. You can listen to these and use them as a guide to help you develop this skill. You can download or stream them from the left hand box on this webpage:

<https://www.actmindfully.com.au/free-stuff/free-audio/>

NOTE: please don't skip the A of ACE; it's so important to keep acknowledging the thoughts and feelings present, especially if they are difficult or uncomfortable. If you skip the A, this exercise will turn into a distraction technique - which it's not supposed to be.

*Dropping anchor is a very useful skill. You can use it for handling difficult thoughts, feelings, emotions, memories, urges and sensations more effectively; switching off auto-pilot and engaging in life; grounding and steadying yourself in difficult situations; disrupting rumination, obsessing and worrying; and focusing your attention on the task or activity you are doing. The better you anchor yourself in the here and now, the more control you have over your actions - which makes it a lot easier to do the next steps: **COVID***

***C = Committed Action** Committed action means effective action, guided by your core values; action you take because it's truly important to you; action you take even if it brings up difficult thoughts and feelings. Once you have dropped anchor, using the ACE formula, you will have a lot of control over your actions - so this makes it easier to do the things that truly matter. Now obviously that includes all those protective measures against Corona - frequent handwashing, social distancing, and so on. But in addition to those fundamentals of effective action, consider: What are simple ways to look after yourself, those you live with, and those you can realistically help? What kind, caring, supportive deeds you can do? Can you say some kind words to someone in distress - in person or via a phone call or text message? Can you help someone out with a task or a chore, or cook a meal, or hold someone's hand, or play a game with a young child? Can you comfort and soothe someone who is sick? Or in the most serious of cases, nurse them and access whatever medical assistance is available?*

And if you're spending a lot more time at home, through self-isolation or forced quarantine, or social distancing, what are the most effective ways to spend that time? You may want to consider physical exercise to stay fit, cooking (as) healthy food (as possible, given restrictions), and doing meaningful activities by yourself or with others. And if you're familiar with acceptance and commitment therapy or other mindfulness-based approaches, how can you actively practice some of those mindfulness skills?

Repeatedly throughout the day, ask yourself 'What can I do right now - no matter how small it may be - that improves life for myself or others I live with, or people in my community?' And whatever the answer is - do it, and engage in it fully.

O = Opening up

Opening up means making room for difficult feelings and being kind to yourself. Difficult feelings are guaranteed to keep on showing up as this crisis unfolds: fear, anxiety, anger, sadness, guilt, loneliness, frustration, confusion, and many more. We can't stop them from arising; they're normal reactions. But we can open up and make room for them: acknowledge they are normal, allow them to be there (even though they hurt), and treat ourselves kindly. Remember, self-kindness is essential if you want to cope well with this crisis - especially if you are in a caregiver role. If you've ever flown on a plane, you've heard this message: 'In event of an emergency, put on your own oxygen mask before assisting others.' Well, self-kindness is your own oxygen mask; if you need to look after others, you'll do it a whole lot better if you're also taking good care of yourself.

So ask yourself, 'If someone I loved was going through this experience, feeling what I am feeling - if I wanted to be kind and caring towards them, how would I treat them? How would I behave towards them? What might I say or do?' Then try treating yourself the same way. For more on self-kindness, also known as self-compassion, read this eBook: Click [here](#)

V = Values

Committed action should be guided by your core values: What do you want to stand for in the face of this crisis? What sort of person do you want to be, as you go through this? How do you want to treat yourself and others? Your values might include love, respect, humour, patience, courage, honesty, caring, openness, kindness ... or numerous others. Look for ways to 'sprinkle' these values into your day. Let them guide and motivate your committed action. Of course, as this crisis unfolds, there will be all sorts of obstacles in your life; goals you can't achieve, things you can't do, problems for which there are no simple solutions. But you can still live your values in a myriad of different ways, even in the face of all those challenges.

Especially come back to your values of kindness and caring. Consider:

What are kind, caring ways you can treat yourself as you go through this? What are kind words you can say to yourself, kind deeds you can do for yourself? What are kind ways you can treat others who are suffering? What are kind, caring ways of contributing to the wellbeing of your community? What can you say and do that will enable you to look back in years to come and feel proud of your response?

I = Identify resources

Identify resources for help, assistance, support, and advice. This includes friends, family, neighbours, health professionals, emergency services. And make sure you know the emergency helpline phone numbers, including psychological help if required. Also reach out to your social networks. And if you are able to offer support to others, let them know; you can be a resource for other people, just as they can for you.

One very important aspect of this process involves finding a *reliable and trustworthy* source of information for updates on the crisis and guidelines for responding to it. The [World Health Organisation website](#) is the leading source of such information. Also check the website of your country's government health department. Use this information to develop your own resources: action plans to protect yourself and others, and to prepare in advance for quarantine or emergency.

D = Disinfect & distance physically

I'm sure you already know this, but it's worth repeating: disinfect your hands regularly and practice as much social distancing as realistically possible, for the greater good of your community. And remember, we're talking about physical distancing – not cutting off emotionally. (If you aren't quite sure about what this means, read [this](#)) This is an important aspect of committed action, so align it deeply with your values; recognise that these are truly caring actions.

In Summary

So again and again and again, as problems pile up in the world around you, and emotional storms rage in the world within you, come back to the steps of FACE COVID:

F = Focus on what's in your control A = Acknowledge your thoughts and feelings C = Come back into your body E = Engage in what you're doing C = Committed action O = Opening up V = Values I = Identify resources D = Disinfect & distance

Well, I do hope there's something useful in here for you; and feel free to share this with others if you think may find it helpful.

These are crazy, difficult, scary times, so please do treat yourself kindly. And remember the words of Winston Churchill: 'When you're going through hell, keep going'.

All the best,

Cheers, Russ Harris

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[BACK TO CONTENTS](#)

Relaxation Exercises for Kids:

1. PROGRESSIVE MUSCLE RELAXATION Progressive Muscle Relaxation is a technique that relaxes the body progressively as you focus on different muscle groups in the body. Can be important to initially start with one or two muscle groups for younger children. Muscle groups in the body are tensed for about 5 seconds before being relaxed. Progressive Muscle Relaxation can be used on specific parts of the body recognised to be tense or can more general progressive muscle exercises.

2. QUICK RELAXATION EXERCISES

- Arms and hands: clench your fists and push arms out in front of you
- Legs and feet: Push your toes downwards, gently raise your legs and stretch them in front of you.
- Stomach: Push out your tummy muscles, take a breathe and hold it
- Shoulders: scrunch up your shoulders
- Neck: Push your head back against your chair or bed
- Face: Screw up your face, squeeze your eyes tight and push your lips together (*Stallard, 2002*)

3. VISUALISATION Visualisation is thinking in pictures, images and sensations. Visualisation is a powerful technique in that enlists the imagination to problem solve, to provide a haven to calm and nurture the child/adolescent and to stimulate creativity. It enables children and adolescents to visualise themselves in situations where they are being successful or achieving.

Types of Relaxation Overview

4. CONTROLLED BREATHING

Gain control or to slow down breathing to aid in becoming more relaxed. Useful as a simple technique that can be done anywhere;

- Blowing bubbles
- blowing out candles
- Abdominal breathing
- Quick controlled breathing
- Sign breathing

5. RELAXING ACTIVITIES

To identify everyday activities that enable a child/adolescent to feel relaxed;

- Read a book
- Listen to easy music
- Have a bath
- Go for a walk

Progressive Muscle Relaxation Script **FOR KIDS**

Today we're going to practice some special kinds of exercises called relaxation exercises. These exercises help you to learn how to relax when you're feeling up-tight and help you get rid of those butterflies-in-your-stomach kinds of feelings. They're also kind of neat because you can learn how to do some of them without anyone really noticing. In order for you to get the best feelings from these exercises, there are some rules you must follow. First, you must do exactly what I say, even if it seems kind of silly. Second, you must try hard to do what I say. Third, you must pay attention to your body. Throughout these exercises, pay attention to how your muscles feel when they are tight and when they are loose and relaxed. And fourth, you must practice. The more you practice, the more relaxed you can get. Do you have any questions? Are you ready to begin? Okay, first, get as comfortable as you can in your chair. Sit back, get both feet on the floor, and just let your arms hang loose. That's fine. Now close your eyes and don't open them until I say to. Remember to follow my instructions very carefully, try hard, and pay attention to your body. Here we go. **HANDS AND ARMS** Pretend you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze. Try to squeeze this one harder than you did the first one. That's right. Real hard. Now drop the lemon and relax. See how much better your hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand. (Repeat the process for the right hand and arm.) **ARMS AND SHOULDERS** Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, kitten, let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

JAW You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice that how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. You're really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels good just to let go and not have to fight that bubble gum. Okay, one more time. We're really going to tear it up this time. Bite down. Hard as you can. Harder. Oh, you're really working hard. Good. Now relax. Try to relax your whole body. You've beaten that bubble gum. Let yourself go as loose as you can.

.FACE AND NOSE Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up real hard. Good. You've chased him away. Now you can relax your nose. Oops, here he comes back again. Right back in the middle of your nose. Wrinkle up your nose again. Shoo him off. Wrinkle it up hard. Hold it just as tight as you can. Okay, he flew away. You can relax your face. Notice that when you scrunch up your nose your cheeks and your mouth and your forehead and your eyes all help you, and they get tight too. So when you relax your nose, your whole body relaxes too, and that feels good.

Oh-oh. This time that old fly has come back, but this time he's on your forehead. Make lots of wrinkles. Try to catch him between all those wrinkles. Hold it tight, now. Okay, you can let go. He's gone for good. Now you can just relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

STOMACH Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get Ready. Tighten up your stomach. Real hard. If he steps on you when your stomach is hard, it won't hurt. Make your stomach into a rock. Okay, he's moving away again. You can relax now. Kind of settle down, get comfortable, and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want to feel---nice and loose and relaxed. You won't believe this, but this time he's coming your way and no turning around. He's headed straight for you. Tighten up. Tighten hard. Here he comes. This is really it. You've got to hold on tight. He's stepping on you. He's stepped over you. Now he's gone for good. You can relax completely. You're safe. Everything is okay, and you can feel nice and relaxed. This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be skinny as you can. You've got to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let's try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get it as skinny as you can. Hold tight, now. You've got to squeeze through. You got through that narrow little fence and no splinters! You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You've done fine.

LEGS AND FEET Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that it feels to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help push your feet down. Push your feet. Hard. Try to squeeze that puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.

CONCLUSION Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. In a few minutes I will ask you to open your eyes, and that will be the end of this practice session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises. Practice these exercises everyday to get more and more relaxed. A good time to practice is at night, after you have gone to bed and the lights are out and you won't be disturbed. It will help you get to sleep. Then, when you are really a good relaxer, you can help yourself relax at school. Just remember the elephant, or the jaw breaker, or the mud puddle, and you can do our exercises and nobody will know. Today is a good day, and you are ready to feel very relaxed. You've worked hard and it feels good to work hard. Very slowly, now, open your eyes and wiggle your muscles around a little. Very good. You've done a good job. You're going to be a super relaxer. *Author Unknown-Internet.*

GENERAL VISUALISATION

Butterfly Imagine there is a butterfly sitting on your chest ... it has its wings spread and it is preparing to take flight ... it seems more and more likely to do so every time you breathe in and out ... but it remains sitting on your chest for some time ... Look at this butterfly carefully ... look at its colour and shape ... Soon the butterfly will take flight ... Imagine following the butterfly to a pleasant place. A place where you feel relaxed, comfortable and safe ... Pay careful attention to the sights and sounds, smells and sensations of this place ... how it feels and how you feel being there ... allow yourself to enjoy being there and to relax as fully as possible ... You have 1 minute to enjoy this place and it is all the time that you need ... remember that you carry this peaceful place inside you and you can come here and visit.
Allen, D. (2002) Cool Karma-Relaxation for Children and Adolescents. Internet

Colour Think of a colour that makes you feel comfortable, peaceful and relaxed. With your eyes closed try to breathe in that colour and send it through your body by blowing it through your body. Imagine the colour going down your throat, into your neck ...and chest...down to your stomach...imagine that colour moving down your legs to your feet. Imagine the colour to move through your body until your whole body it is filled with the beautiful colour.

AIMS OF CONTROLLED BREATHING

Gain control or slow down breathing to aid in becoming more relaxed. Useful as a simple technique that can be done anywhere

CREATIVE WAYS OF INTRODUCING BREATHING TO CHILDREN

- Blowing bubbles
- Blowing through a whistle
- Blowing out candles in a row
- Ten candles-imagine there are ten candles lit in a row. Child blows out one candle at a time through exhaling. Technique demonstrates technique needed for inhaling and exhaling required for breathing in relaxation exercises. *Wexler, 1991 cited in Friedberg, R. & Jessica McClure, J. (2002). Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts. The Guilford Press: New York.*

ABDOMINAL BREATHING Abdominal breathing is a useful breathing technique. It may take a little practice to master but be patient and it will happen. Place one hand on your tummy so that the belly button is below the centre of the palm. Now place the other hand on the top of the first hand. Take a slow deep breath in and imagine the diaphragm, a large band of muscle below your lungs, moving down as your lungs expand, and causing your tummy to rise gently under your hands. As you breathe out your lungs contract, the diaphragm moves back up, and you can feel your tummy gently fall. Breathe in slowly and deeply, feel your tummy rise. Breathe out slowly and feel your tummy fall. Don't force your breathing; just make it deeper and slower. Continue breathing in this manner for at least 10 to 20 cycles.*Allen, D. (2002) Cool Karma-Relaxation for Children and Adolescents. Internet*

QUICK CONTROLLED BREATHING Slowly draw in a breath, hold for 5 seconds and then very slowly let it out. As you breathe, say to yourself “relax”. Doing this a few times will help you to regain control of your body and help you to feel calmer. *Stallard, P. (2002). Think Good, Feel Good: A cognitive behaviour therapy workbook for children and young people John Wiley & Sons, Ltd Chichester pg 137*

SIGH BREATHING Sigh breathing involves taking a moderately deep breath in through nose and, pausing only briefly, letting the air out slowly through your nose. The slow gentle exhale is the key to sigh breathing. Be sure to lengthen your outward breath. Now as you breathe out let go -relax your muscles of your face, your jaw and your shoulders. Let go of tension in your chest and stomach. Let your arms and legs relax. As your breath out feel a wave of relaxation flow from the top of your head and all the way down to your feet. As you continue to breathe in this manner for at least 10 to 20 cycles, direct your attention outside yourself. Focus your attention on what you can see and hear. *Allen, D. (2002) Cool Karma-Relaxation for Children and Adolescents. Internet5.*

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Sleeping tips when staying indoors during isolation period

This information is written for people who have to stay indoors for an extended period of time. If you are sleep deprived because of lack of opportunity to sleep (e.g., frontline health professionals, support workers, carers), please prioritize sleep and rest as much as you are able to. 中文版[请点击这里](#).

Part 1: Support our body clock and daily rhythms

Sleep is controlled by biological, social, and environmental time-keepers. These include the light we are exposed to, time-of-the-day when we eat our meals, exercise, interact with others, and many more. When we stay indoors for a long period of time, we lose many of these cues. This can be challenging for a good night's sleep and regular daily routines. Here are some strategies to support our daily rhythms:

- **Get up around the same time every day.** Your get-up time is like an anchor to your day and night. Keeping a consistent get-up time will help other parts of your day fall into a regular routine and help you sleep better the next night.
- **Get bright light into your eyes within a few minutes of getting up and seek light during the day.** Our brain's body clock (or circadian pacemaker) is tuned by daily light. Morning bright light, when received by our brain at around the same time every day, is a powerful time signal of our body clock. Bright light has the added benefit of promoting alertness, which is particularly important if you find it difficult to get going in the morning. Try opening curtains and let in direct sunlight; if you don't have access to natural light, turn on bright indoor lights.
- **Make your first social interaction of the day at the same time each morning.** When you are in isolation, interacting with others can be difficult. Try to have a phone or video call with friends or family at about the same time each morning. Even a quick "hello" and check-in is useful. The other person will probably appreciate the human contact too!
- **Eat meals around the same time each day, especially breakfast.** Eating serves as a time-keeper and helps tune our body clock. Eating meals at the same time of the day supports a healthy biological clock, which is important for sleep.
- **Exercise around the same time each day, and avoid being sedentary for long stretches of time.** Exercise indoors can be challenging. Many video streaming sites have nice at-home workouts you can follow. Here is an example of a [7-minutes workout](#).
- **Keep daytime and night-time different and separate.** Our body clock benefits from keeping day and night clearly distinguished. During daytime, keep living space full of light, and keep active. For instance, organizing, cooking, cleaning, and indoor exercises. In the evening, keep lights dim, and do quieter activities such as watching TV, reading.
- **Keep lights dim and block blue light on electronic devices 1 to 2 hours before bedtime.** A dark environment can help your body naturally produce melatonin and prepare your body for sleep. To block out blue light from electronic devices, turn

brightness of the screen to the lowest setting, and turn on apps such as [f.lux](#) (multi-platform) and Night Shift on [iOS](#) and [Macs](#).

Part 2: Prevent and tackle signs of insomnia

Having some nights when you don't sleep well during a stressful period is expected. The recommendations below can help prevent turning one night's poor sleep into many nights of insomnia.

- **What to do after a poor night's sleep?**
 - **Get up at the same time as you usually do.** It sounds counter intuitive. However, staying in bed longer to catch up on lost sleep could negatively affect your body clock (see above) so it does not optimally support your sleep. Also, waking up later than usual could make it even harder to sleep well the following night. It might comfort you to know that our body makes up for sleep loss by sleeping **deeper**, which is as important as sleeping longer.
 - **Go to bed the following night around or after your usual bedtime.** This means **not going to bed too early**. If we go to bed much earlier, it could make getting to sleep even harder. Even if you fall asleep fast, you are likely to have more wakefulness in the middle of the night or wake up too early.
 - **Remain active and avoid/minimize napping during the day.** If you are so tired that you unintentionally doze off, take a brief catnap (10-20 minutes). Otherwise, skip naps during the day, unless you are in a situation where sleep deprivation is a safety issue.
 - **Worrying about sleep makes it harder to sleep.** After a poor night sleep, it's understandable to think "how am I going to sleep well tonight?", "how can I cope with not sleeping well?". These thoughts actually make us feel more anxious around sleep and bedtime and make sleep harder. Try telling yourself: "I can't force myself to sleep. Let me focus on relaxing each part of my body, and rest. Sleep will come at its own time."
 - **Trust your body's sleep system.** When you lose that trust and become overly concerned about sleep, you are making it harder for your sleep system to do its job.
- **What to do when you cannot get to sleep?**
 - **The best thing to do is to take a break from trying to sleep.** Most of us have been through nights when we toss and turn, our mind racing, and we are feeling frustrated that sleep just does not come. Your experience probably tells you that trying harder does not make sleep come any faster. Paradoxically, it is better to take a break from trying and come back to it later, when you feel that your level of alertness went down. During this "reset" break, you can do something quiet, such as reading or listening to audio content that is not too activating.
 - **Focus on getting yourself into a relaxed state of mind, and focus on resting.** When you worry about sleep, you are not resting. When you try hard to sleep, you are also not resting. Taking a break from trying to sleep will allow you to shift your attention away from making these effort. When you let go of efforts to sleep and focus on resting, your sleep system can take better care of your sleep need.
- **Healthy sleeping habits to minimize the impact of isolation on sleep**

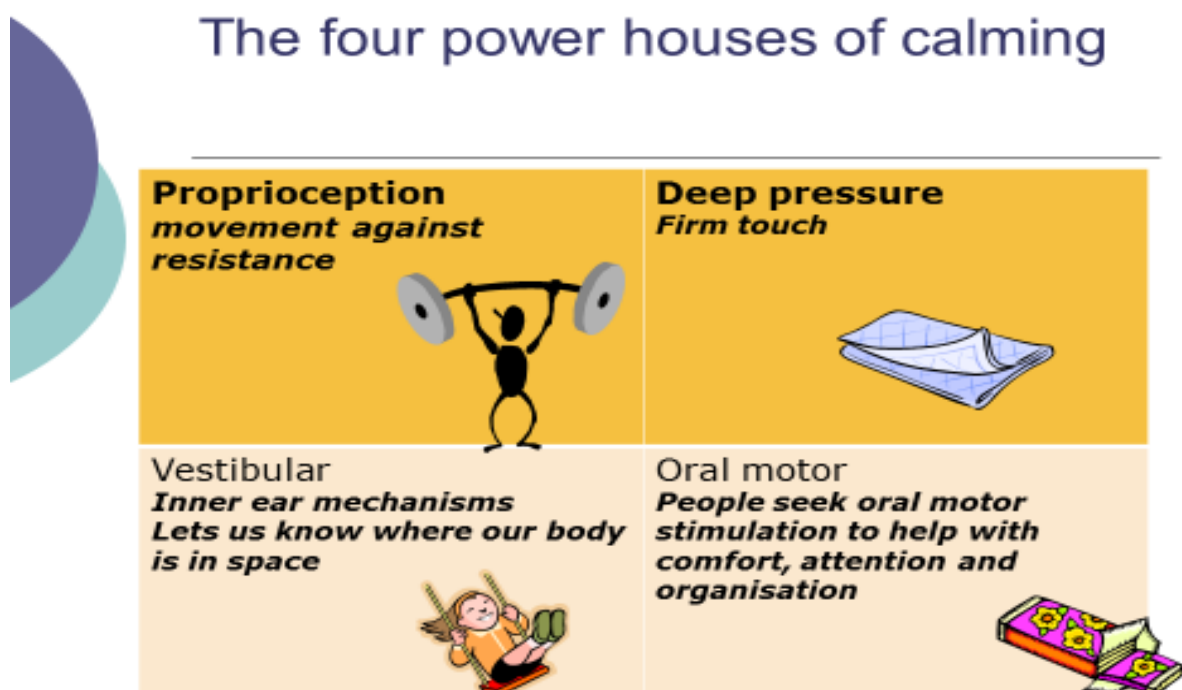
- **The best time to go to bed is when it's around your usual bedtime (not too early, not too late), and that you are feeling that “wave” of sleepiness is arriving.** For some people this may feel like alertness is lower, eyelids are heavy, thoughts are slowing down. Learn to “surf the waves” of sleepiness, and “catch” it as your bedtime helps fall asleep quickly.
- **Unwind at least an hour before bed.** This helps prepare your body and mind for rest and sleep.
- **Do not attempt to sleep when you are alert, fully awake, or distressed.** If it is your bedtime and you are feeling this way, take more time to unwind your body and mind before trying to sleep.
- **Bed is for sleep and sex, not wake activities.** It's tempting to move laptop, phone, TV, and even meals into the bedroom and onto the bed. But doing this, could trick our brain into thinking that bed is a place for waking activities, and not sleep. Over time, our brain learns to be more awake, and not sleepy in bed. Keeping bed and bedroom for sleep and sex is a super-helpful thing to do when you spend extended period of time indoors. If you have limited space, and have to use bed or bedroom, you could allocate one side of the bed or bedroom for sleep only, and go to other parts when you are awake. Only do this if you truly have no other options for daytime activities.
- **Be wise with use of substances.** Avoid caffeine at least 6 hours before bedtime; cigarettes are alerting, so avoid it in the evening; reduce alcohol – you may feel drowsy after drinking it, but it disturbs your sleep second half of the night, not at all helpful for sleep.
- **When to get professional help?** If your sleep problems persist for a while, happening on more days than not, severely interfere with what you do during the day, or you are very concerned or distressed about them, it's a good idea to check with your physician. Most sleep problems respond well to treatments. For example, cognitive behavioural therapy for insomnia is a highly effective non-drug treatment for insomnia, the most common sleep disorder. For more information about sleep, check out [National Sleep Foundation](#) and fact sheets from [Sleep Health Foundation](#).

This article is written by Drs Bei Bei, Shantha Rajaratnam, and Sean Drummond from [Monash University Healthy Sleep Clinic](#), [Turner Institute for Brain and Mental Health](#), Monash University, Australia, and Dr Rachel Manber from [Sleep Health and Insomnia Program](#), Stanford University, USA. You may share this information freely with acknowledgement of the source. Contribution to this via Github is welcome. For questions and comments, please contact bei.bei@monash.edu

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GETTING ACTIVE WHEN GETTING OUT AND ABOUT IS A CHALLENGE IDEAS FOR MANAGING ENERGY FILLED/DYSREGULATED KIDS AT HOME AND IN ISOLATION

We are all aware that having movement and activity as part of a daily routine is often what helps our young people feel calm and regulated. Sensory input can have a powerful impact on your body and mind and can help us relax and calm down and to help us feel more organised. A child with any self-regulation difficulties (for whatever reason) can benefit from movement, 'heavy work', play and by regularly getting deep pressure. These types of activities are often referred to as the 'power houses of calming' or the 'master modulators' as they can really help children to feel both calm and regulated.



I can imagine that finding creative and interesting ways to do this while you can't get to the park or may have limited space at home can be difficult. Here are some ideas, suggestions and links to help us all stay calm and 'regulated' during this challenging time.

Key things to remember –

- Find ways to add any of the four power houses of calming to activities that interest and to usual daily routines so they are more likely to engage.
- Rather than just sending them outside to jump or run these activities can generate more interest and creativity and positive interaction and have a more helpful effect on emotional state.
- Remember to keep practicing the hand washing and hygiene recommendations particular with things like clapping games and balloon activities.

- Everyone has different needs so one type of activity/sensory input may be calming for one person but alerting for another. Try them out.
 - There are also heaps of wonderful and creative ideas for activities that may involve more sitting and thinking that could also benefit your child.
 - Some ideas have links to click on.
- Make [sidewalk paint](#) for the garden path or possibly messages for passer's by on the pavement outside your house.
 - Smash and jump on ice cubes outdoors. [Jumping on ice](#) is a great activity for incorporating proprioceptive sensory input.
 - Sing a rhythmic song like, "The Ants Go Marching One by One..." or some other song with a steady beat while your child jumps or stomps.
 - Other singing and dancing as much as possible. Great regulator for us all.
 - Rhythmic movement activities such as poi and rakau sticks.
<https://teara.govt.nz/en/traditional-maori-games-nga-takaro/page-5>
 - Clapping games - <https://kidspot.co.nz/activities/double-double-clapping-game/>
 - Use a large ball to "steam roll" over a child's body (press firmly, be careful with head)
 - Tint shaving cream with food colouring, paint the windows or glass doors (or the inside of the shower glass) then rinse it off
 - Have a Living Room disco – play freeze, musical chairs, have a dance off
 - Make 'blanket burritos' – Have your child lie down on the very edge of the blanket and have them hold onto that edge with their inside arm. Roll them up or have them roll themselves. Roll fast or roll slow!
 - Couch cushion squishes.
 - Jumping on cardboard boxes, tearing paper and card
 - Outdoor 'Photo' Scavenger hunt to include things like 'search for bugs', 'balance on a log', 'find the best smelling plant', 'doing a hand stand', 'digging for worms', 'sweeping the biggest pile of leaves', '10 different shaped leaves'
 - Crumbling paper up and shoot into rubbish bin
 - Organise the books on your shelf into a rainbow of colours
 - Create an [Alfoil river](#) in the garden and float things down it

- Make your own weighted toy. Empty a cuddly toy of some of its stuffing and re-fill with clean stones or polyfill pellets. Can work to provide some calming deep pressure.
- Fold paper planes and see how far they will fly – chase after them.
- Home made drums and drumming circle. <https://www.wikihow.com/Make-a-Homemade-Drum>
- Make a [marble run](#)
- Make a [bottle rocket](#) - Not so much movement with this however great outside fun.
- Tug of war games
- Sock buddy - Sock with rice in it. Throw it over shoulder for pressure
- Balloon Stomp – Each person ties a balloon to their ankle with longish string. Aim to stomp and pop your opponents balloon before yours gets popped. (NB Make sure you wear shoes and have some clear ground rules regarding space).
- Can you [draw or paint with your feet](#)? Particularly paint ‘foot prints’ ‘stomping foot prints’
- Head inversion activities - anything that involves being upside down can be fantastically calming for some. Eg Yoga, hand soccer, hanging off edge of couch etc.
- Work together to a family emblem, motto, dance or song. Include elements that are important to you and your family

Oral Motor/Respiration activities – we know that calm breathing can help with calming. Try these fun activities to help your child’s interest in slowing breathing. NB Blowing can be really ‘organising’ and calming

- Make a [bottle rocket](#) - Not so much movement with this however great outside fun.
- Home made bubble fountain – dish liquid and water in a jug, length of plastic tubing (approx 50-100cm) or a long bendy straw. Blow into liquid to make bubbles cascade over the top. Try it in one breath..... add food colouring so bubbles can make pictures.
- Floating Ball Activity - <https://allfortheboys.com/floating-ball-activity/>
- Making Straw Rockets - <https://buggyandbuddy.com/straw-rockets-with-free-rocket-template/>
- Make a balloon rocket – make sure your child blows up the balloon. <https://sciencebob.com/make-a-balloon-rocket/>
- Humming contest – hand on tummy who can hum the longest – hand down when you stop.
- Bunny sniffs and Ssssss – activate primary muscles for breathing
- Whistles & bubble fountain
- Make your own [bubble blower](#)

- Blowing up balloons ready for a game of balloon volley ball or anything that involves balloons
- Balloon Stomp – Each person ties a balloon to their ankle with longish string. Aim to stomp and pop your opponents balloon before yours gets popped. (NB Make sure you wear shoes and have some clear ground rules regarding space).
- Blowing bubbles and jumping to pop them.
- Whistles and Harmonicas
- Party blowers

Oral Motor – more ways to get that helpful oral motor feedback.

- Take note to add in snacks that provide lots of movement for the mouth eg crunch, chewy and use straws to drink thick smoothies. Its amazing how regulating eating and drinking can be.
- Try crunching on ice cubes

Doing work at home

- Brain Breaks: Do jumping jacks as you spell words with your child, toss a ball as you practice math facts
- Forget the dining room table. Do homework on a bean bag or a pile of pillows using a clipboard.
- Or, forget sitting down all together! Try completing homework while standing up.
- Tie a bungee cord around the chair's legs so that your child can kick and stretch their feet.
- Partially blow up a beach ball. Place this on the chair's seat. Kids can sit on the beach ball to get needed movement during homework.

Look up these for other ideas.

www.theotttoolbox.com

theinspiredtreehouse.com

pinterest has some great links to activities.

Vicky Griffin Occupational Therapist

CAMHS Porirua

March 2020

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MENTAL HEALTH WELLNESS TIPS FOR QUARANTINE

- Tips from a Clinical Psychologist (unfortunately the name and the link got lost in transferring – this has been doing the round on social media)

After having thirty-one sessions this week with patients where the singular focus was COVID-19 and how to cope, I decided to consolidate my advice and make a list that I hope is helpful to all. I can't control a lot of what is going on right now, but I can contribute this.

Edit: I am surprised and heartened that this has been shared so widely! People have asked me to credential myself, so to that end, I am a doctoral level Psychologist in NYS with a Psy.D. in the specialties of School and Clinical Psychology.

MENTAL HEALTH WELLNESS TIPS FOR QUARANTINE

1. Stick to a routine. Go to sleep and wake up at a reasonable time, write a schedule that is varied and includes time for work as well as self-care.
2. Dress for the social life you want, not the social life you have. Get showered and dressed in comfortable clothes, wash your face, brush your teeth. Take the time to do a bath or a facial. Put on some bright colors. It is amazing how our dress can impact our mood.
3. Get out at least once a day, for at least thirty minutes. If you are concerned of contact, try first thing in the morning, or later in the evening, and try less traveled streets and avenues. If you are high risk or living with those who are high risk, open the windows and blast the fan. It is amazing how much fresh air can do for spirits.
4. Find some time to move each day, again daily for at least thirty minutes. If you don't feel comfortable going outside, there are many YouTube videos that offer free movement classes, and if all else fails, turn on the music and have a dance party!
5. Reach out to others, you guessed it, at least once daily for thirty minutes. Try to do FaceTime, Skype, phone calls, texting—connect with other

people to seek and provide support. Don't forget to do this for your children as well. Set up virtual playdates with friends daily via FaceTime, Facebook Messenger Kids, Zoom, etc—your kids miss their friends, too!

6. Stay hydrated and eat well. This one may seem obvious, but stress and eating often don't mix well, and we find ourselves over-indulging, forgetting to eat, and avoiding food. Drink plenty of water, eat some good and nutritious foods, and challenge yourself to learn how to cook something new!

7. Develop a self-care toolkit. This can look different for everyone. A lot of successful self-care strategies involve a sensory component (seven senses: touch, taste, sight, hearing, smell, vestibular (movement) and proprioceptive (comforting pressure). An idea for each: a soft blanket or stuffed animal, a hot chocolate, photos of vacations, comforting music, lavender or eucalyptus oil, a small swing or rocking chair, a weighted blanket. A journal, an inspirational book, or a mandala coloring book is wonderful, bubbles to blow or blowing watercolor on paper through a straw are visually appealing as well as work on controlled breath. Mint gum, Listerine strips, ginger ale, frozen Starburst, ice packs, and cold are also good for anxiety regulation. For children, it is great to help them create a self-regulation comfort box (often a shoe-box or bin they can decorate) that they can use on the ready for first-aid when overwhelmed.

8. Spend extra time playing with children. Children will rarely communicate how they are feeling, but will often make a bid for attention and communication through play. Don't be surprised to see therapeutic themes of illness, doctor visits, and isolation play through. Understand that play is cathartic and helpful for children—it is how they process their world and problem solve, and there's a lot they are seeing and experiencing in the now.

9. Give everyone the benefit of the doubt, and a wide berth. A lot of cooped up time can bring out the worst in everyone. Each person will have moments when they will not be at their best. It is important to move with grace through blowups, to not show up to every argument you are invited to, and to not hold grudges and continue disagreements. Everyone is doing the best they can to make it through this.

10. Everyone find their own retreat space. Space is at a premium, particularly with city living. It is important that people think through their own separate space for work and for relaxation. For children, help them identify a place where they can go to retreat when stressed. You can make this place cozy by

using blankets, pillows, cushions, scarves, beanbags, tents, and “forts”. It is good to know that even when we are on top of each other, we have our own special place to go to be alone.

11. Expect behavioral issues in children, and respond gently. We are all struggling with disruption in routine, none more than children, who rely on routines constructed by others to make them feel safe and to know what comes next. Expect increased anxiety, worries and fears, nightmares, difficulty separating or sleeping, testing limits, and meltdowns. Do not introduce major behavioral plans or consequences at this time—hold stable and focus on emotional connection.

12. Focus on safety and attachment. We are going to be living for a bit with the unprecedented demand of meeting all work deadlines, homeschooling children, running a sterile household, and making a whole lot of entertainment in confinement. We can get wrapped up in meeting expectations in all domains, but we must remember that these are scary and unpredictable times for children. Focus on strengthening the connection through time spent following their lead, through physical touch, through play, through therapeutic books, and via verbal reassurances that you will be there for them in this time.

13. Lower expectations and practice radical self-acceptance. This idea is connected with #12. We are doing too many things in this moment, under fear and stress. This does not make a formula for excellence. Instead, give yourself what psychologists call “radical self acceptance”: accepting everything about yourself, your current situation, and your life without question, blame, or pushback. You cannot fail at this—there is no roadmap, no precedent for this, and we are all truly doing the best we can in an impossible situation.

14. Limit social media and COVID conversation, especially around children. One can find tons of information on COVID-19 to consume, and it changes minute to minute. The information is often sensationalized, negatively skewed, and alarmist. Find a few trusted sources that you can check in with consistently, limit it to a few times a day, and set a time limit for yourself on how much you consume (again 30 minutes tops, 2-3 times daily). Keep news and alarming conversations out of earshot from children—they see and hear everything, and can become very frightened by what they hear.

15. Notice the good in the world, the helpers. There is a lot of scary, negative, and overwhelming information to take in regarding this pandemic. There are also a ton of stories of people sacrificing, donating, and supporting one another in miraculous ways. It is important to counter-balance the heavy information with the hopeful information.

16. Help others. Find ways, big and small, to give back to others. Support restaurants, offer to grocery shop, check in with elderly neighbors, write psychological wellness tips for others—helping others gives us a sense of agency when things seem out of control.

17. Find something you can control, and control the heck out of it. In moments of big uncertainty and overwhelm, control your little corner of the world. Organize your bookshelf, purge your closet, put together that furniture, group your toys. It helps to anchor and ground us when the bigger things are chaotic.

18. Find a long-term project to dive into. Now is the time to learn how to play the keyboard, put together a huge jigsaw puzzle, start a 15 hour game of Risk, paint a picture, read the Harry Potter series, binge watch an 8-season show, crochet a blanket, solve a Rubix cube, or develop a new town in Animal Crossing. Find something that will keep you busy, distracted, and engaged to take breaks from what is going on in the outside world.

19. Engage in repetitive movements and left-right movements. Research has shown that repetitive movement (knitting, coloring, painting, clay sculpting, jump roping etc) especially left-right movement (running, drumming, skating, hopping) can be effective at self-soothing and maintaining self-regulation in moments of distress.

20. Find an expressive art and go for it. Our emotional brain is very receptive to the creative arts, and it is a direct portal for release of feeling. Find something that is creative (sculpting, drawing, dancing, music, singing, playing) and give it your all. See how relieved you can feel. It is a very effective way of helping kids to emote and communicate as well!

21. Find lightness and humor in each day. There is a lot to be worried about, and with good reason. Counterbalance this heaviness with something funny each day: cat videos on YouTube, a stand-up show on Netflix, a funny movie—we all need a little comedic relief in our day, every day.

22. Reach out for help—your team is there for you. If you have a therapist or psychiatrist, they are available to you, even at a distance. Keep up your medications and your therapy sessions the best you can. If you are having difficulty coping, seek out help for the first time. There are mental health people on the ready to help you through this crisis. Your children’s teachers and related service providers will do anything within their power to help, especially for those parents tasked with the difficult task of being a whole treatment team to their child with special challenges. Seek support groups of fellow home-schoolers, parents, and neighbors to feel connected. There is help and support out there, any time of the day—although we are physically distant, we can always connect virtually.

23. “Chunk” your quarantine, take it moment by moment. We have no road map for this. We don’t know what this will look like in 1 day, 1 week, or 1 month from now. Often, when I work with patients who have anxiety around overwhelming issues, I suggest that they engage in a strategy called “chunking”—focusing on whatever bite-sized piece of a challenge that feels manageable. Whether that be 5 minutes, a day, or a week at a time—find what feels doable for you, and set a time stamp for how far ahead in the future you will let yourself worry. Take each chunk one at a time, and move through stress in pieces.

24. Remind yourself daily that this is temporary. It seems in the midst of this quarantine that it will never end. It is terrifying to think of the road stretching ahead of us. Please take time to remind yourself that although this is very scary and difficult, and will go on for an undetermined amount of time, it is a season of life and it will pass. We will return to feeling free, safe, busy, and connected in the days ahead.

25. Find the lesson. This whole crisis can seem sad, senseless, and at times, avoidable. When psychologists work with trauma, a key feature to helping someone work through said trauma is to help them find their agency, the potential positive outcomes they can effect, the meaning and construction that can come out of destruction. What can each of us learn here, in big and small ways, from this crisis? What needs to change in ourselves, our homes, our communities, our nation, and our world?

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~ 5 Ways Towards Wellbeing ~

❖ Give ❖ Be Active ❖ Keep Learning ❖ Connect ❖ Take Notice

Give

- ❖ Make some cards for rest home residents.
- ❖ Write small notes to neighbours to place in their letter box
- ❖ Write pen pal like letters to friends that live close by where they could walk and drop into letter box

Be Active

- ❖ Do some yoga or Pilates



Keep Learning

- ❖ Baking/cooking
- ❖ Exercises/dance
- ❖ Languages
- ❖ Musical instruments
- ❖ Art/drawing
- ❖ Gardening
- ❖ Makeup/fashion
- ❖ Learning/teaching something new to someone else you are in self-isolation with

Connect

- ❖ Talk with friends about 100 things you can do with a Banana
- ❖ Board games
- ❖ Puzzles
- ❖ Movie marathons
- ❖ Host long distance movie nights and TV (Netflix has a feature where you can chat with your friends while watching the same show!)

Take Notice



- ❖ Download the CALM app
- ❖ Do a mindfulness /relaxation daily
- ❖ Journaling
- ❖ Write 3 things you are grateful for each day

- ❖ Notice - Go from one sense like touch, to another, like sight, then to taste, and hearing and the body and the space it is in.

- ❖ Notice if your mind is in the past, the present or the future and switch it around, practising being in control and gradually gaining mastery.
- ❖ Notice if you can taste the food you picture in your mind.
- ❖ Notice what colours you are surrounded by and pick a favourite.
- ❖ Notice if you are hungry....or full

Other Ideas to Try!

1. Take a breather. Mindful (or just paying attention to your normal breathing) connects the mind with the body and reduces stress hormones.
2. Take time. Take time to write or draw your thoughts, and in as much detail as you can.
3. Take at least one photo every day. A photo a day keeps the Psychiatrist away! If you have photos on your phone, check them now, are they most negative or mostly fun, happy, beautiful, positive.
4. Take turns. A moment to talk and a moment to listen.
5. Take self-compassion breaks (see <https://self-compassion.org/> , has lots of resources including downloadable audio guides lasting 1 minute to 20 Also minutes).
6. Take 'the top off'. Like a coke bottle that's been shaken, releasing the pressure is necessary. The same goes for find ways of releasing the built up tension (frustrations).could be exercise, could be vacuuming, could be dancing, anything to 'shake it off'.

We also recommend...

There is a great free app called **SAM (Self-help for Anxiety Management, designed by a UK university)**. It has a lot of ideas, tips, and strategies and I recommend the parent/s and client download it. Apps on their own don't tend to help, but if the person has someone who can act as a coach or support person then apps can be very helpful, and then you have an extra set of tools to use even if the parent is somewhere else. There are ideas on how to prevent, reduce and cope with everyday anxiety, and how to manage panic attacks and even an SOS "I need help now" section.

Plus the 4 C's to Wellness...

1. Coping skills – practising relaxation, visualising success, sleep and physical activity.
2. Cooking – importance of eating real food especially food high in tryptophan (cheese, eggs, greens, nuts) and not 'fast/fried food'.

3. Connecting – maintaining and build social supports.
4. Contributing – giving, caring, helping others.



Credit to Kapiti CAMHS for this resource

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EIS Client well-being plan during Covid-19 lockdown

Client name:

Date:

COVID 19 is affecting the whole world. To beat the virus in New Zealand we have been told to stay at home, for 4 weeks at least. It is normal that we will all be feeling anxious about what this means for ourselves, our whanau and our community.

The Wellington Early Intervention Service is committed to continue to provide and maintain quality care for our service users. The following conversation sheet is designed to help you look after yourself and to help us support you better. We will get through this together.

Information

There is a lot of information out there and some of it is misleading.

Make sure you get correct and up to date information from official sources like the Ministry of Health website www.moh.govt.nz or www.covid19.govt.nz

For a very clear explanation of what the lockdown means and what it is trying to achieve watch this:

<https://www.rnz.co.nz/national/programmes/checkpoint/audio/2018740163/covid-19-lockdown-your-questions-answered>

If you feel ill or someone in your whanau is sick phone your GP, unless it is an emergency.

What you need to stay well during lockdown

How will you contact people who would normally support you, how will you access your medications, how can you contact your care manager or doctor, etc.

Write down names and contact details:

- 1.
- 2.
- 3.
- 4.

Who will you contact in an emergency:

How you can best take care of yourself and your whanau

Stay connected while physically distancing - keep in touch through telephone, FaceTime, Messenger, skype, or other online activities. Check in with your support people regularly.

Be kind to yourself and others – people may show their anxiety and distress in different ways. It is important to show kindness to one another during this strange and stressful time.

Make sure that you have accurate information from the DHB, Ministry of Health, if in doubt check with your care manager.

Self-care is essential for staying healthy and keeping you and your whanau safe and well. Ensure that you get plenty of rest, keep up healthy eating, and do some physical activity in the fresh air daily.

Continue with your current health plan unless advised to make changes by your health professional who developed your plan or another appropriate health provider.

Engage in mindfulness and relaxation techniques Look at: [Yoga with Adriene](#) or download the [headspace](#) app on your phone.

Keep a balance of activities and rest times and maintain your usual daily routines and keep going the activities that make you feel good about yourself as much as possible. Try some free workouts at [les mills on demand](#)

It is not possible to take away all worry, try to focus on what is in your control and what you can do here and now.

My daily routine will include:

- 1.
- 2.
- 3.
- 4.

[When things are not going so well](#)

This is a challenging time and it is normal to experience anxiety and worry. Think about using your natural supports and ask for help early. Phone your health provider or other community agencies involved in your care to talk about any concerns. Work out a way of keeping in touch with family/whanau and friends. It will be helpful not to overload yourself with social media communication.

There is online Covid 19 information and support about wellbeing from the following websites

www.health.govt.nz or www.depression.org.nz

For top tips and answers to frequently asked questions head over to <https://www.mentalhealth.org.nz/get-help/covid-19/>

If I feel stressed, worried or overwhelmed I will:

- 1.
- 2.
- 3.
- 4.

[It's okay to ask for help when you need it.](#)

You can contact your GP, the EIS or other community based services. You can also free call or text **1737** for support with anxiety, distress or mental wellbeing and talk to a trained counsellor.

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A sensory modulation approach to managing distress

Sensory input from all around us can have a powerful impact on our body and mind and can help us relax and calm down and also help us feel more organised and in tune with our bodies so that we can do what we need to.



While we are in isolation we may need to be more conscious about how different sensory input can influence us either by helping us feel calmer or helping to get us going. We can learn to notice and respond to stress and anxiety and use our senses to influence the mind. When we are really worked up it can be hard to use thinking to make things better. Before we can use thinking we can use our senses - sight, smell, touch, taste, hearing and movement. Don't think yourself into calm, use what sensory input your body needs firstthen your thinking brain will be able to get back to work.

We all have individual differences in our sensory needs - understanding what is bothersome for you and what is calming is important as you can then plan your daily routines and activities to do things that help you keep participating and feeling 'regulated'. You may have to get more creative during isolation about what you can do.

Consider all the senses and how we receive their input in our days think about what your natural preferences are.....



What sense wakes you up, what bothers you and what calms you??

The internal senses – movement (Vestibular and proprioception) are known to be the power houses of calming.

Find out what your own powerhouse is:

<p>Proprioception (movement against resistance)</p> <p>Helps you feel grounded</p> <p>Ideas: Push-ups Digging or pulling weeds Pushing up against the wall Pushing around a heavy trolley</p>	<p>Deep pressure</p> <p>Is very calming</p> <p>Ideas: Firm touching, holding e.g. Stretchy blanket Heavy blankets Weighted blankets</p>
<p>Vestibular (Our Inner ear mechanisms Let us know where our body is in space)</p> <p>Bending Rocking Riding in car Swinging Swimming</p>	<p>Oral motor (People seek oral motor stimulation to help with comfort, attention and organisation)</p> <p>Ideas: Chewing gum Crunchy foods e.g. nuts and apples Sucking on a popsicle Chewing on rubbery pens</p>

My preferences – what do I naturally like to do

Consider the following, it will provide you clues as to what your preferences are:-

1. When you are studying effectively or attend well what helps you pay attention eg doodle, drink, fidget
2. If you are super alert at bedtime and really need to get to sleep what helps?
3. What is your favourite relaxing/safe place? What features do you like about this place? Sights, smells, sounds?
4. When you feel overwhelmed or anxious what helps you to feel more calm?
5. What do you choose to do when you have spare time that you really enjoy and 'get lost in'?

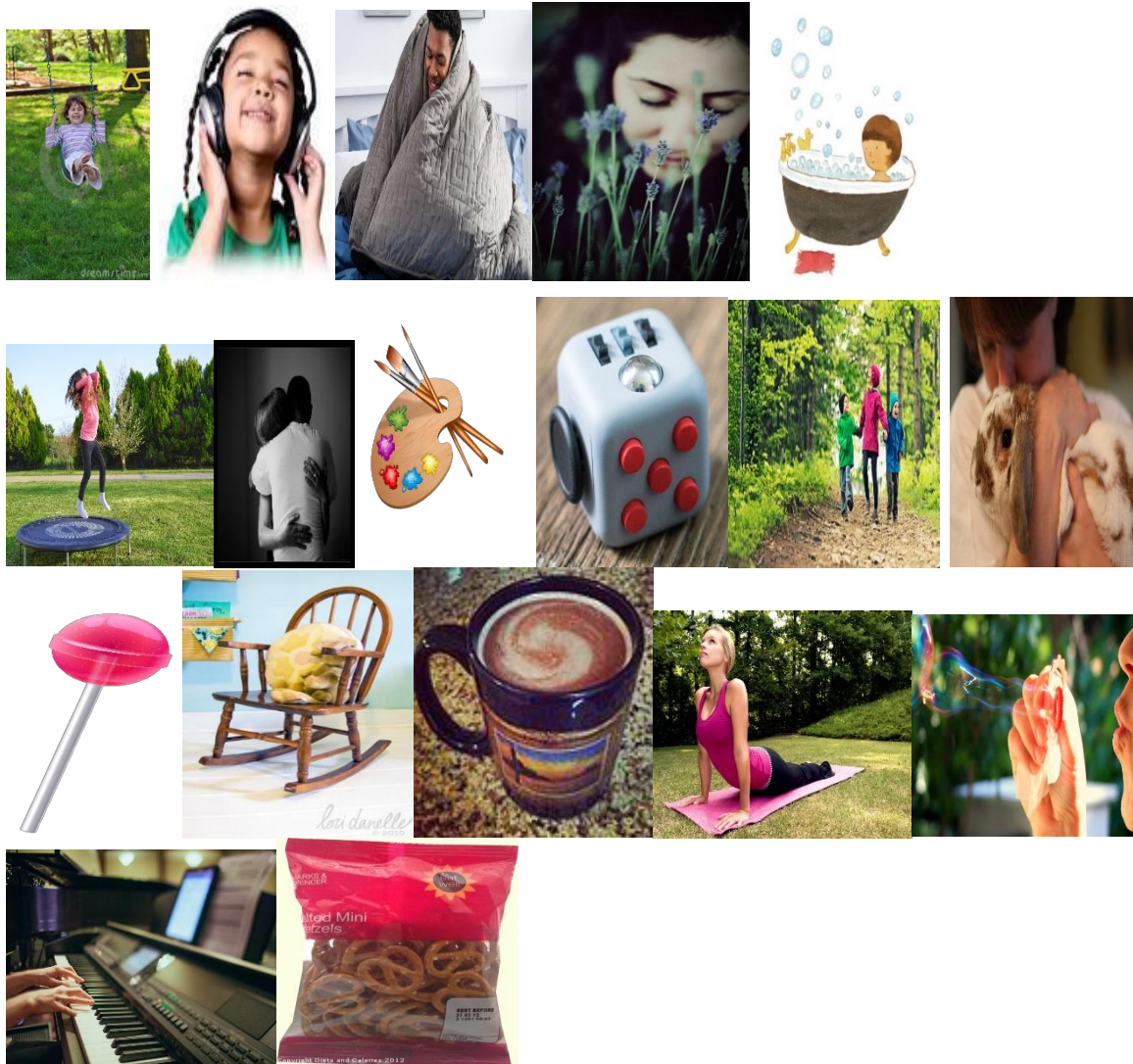
What themes are you noticing, do you prefer 'more' input or 'less', certain types of movement, auditory, touch, visual?

Calming: input is typically soft, rhythmic, and familiar

Alerting: input is typically quick paced, non-rhythmic complex and unexpected

Just right: - Knowing your own preferences/personal style

Which of these would you want to do to manage and calm your body in a crisis.
This might give you a clue to what else may help you get through this isolation time.



Give some of these things a go and find out more about what your preferences are and what works for you to stay regulated.

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