

# *Nurture Group*

# *Resource Pack*

## *Summer 2020*



We are all adjusting to a new way of living and working. There have been huge changes which have taken place quickly and this can cause worry and uncertainty and leave children with lots of unanswered questions. Feelings of loss or that things 'aren't fair' may also be present for some children.

This uncertainty and not knowing what will happen next affects our:

<p><b>Learning</b></p> 	<p><b>Communication</b></p> <p>(you might see a change in your child's behaviour as they 'show' you that they are finding things difficult)</p>	<p><b>Ability to be able to manage stress in positive ways</b></p> 
<p><b>Confidence</b></p> 	<p><b>Relationships</b></p> <p>(with you, their siblings and friends)</p> 	<p><b>Sense of safety</b></p> 

Not knowing what to do, or how to help others to feel better can make us feel stressed too.



**Some tips to support children at home:**

- Normalise anxiety / stress as a response to the situation we find ourselves in – ‘it’s ok to feel like that.’
- Model how to manage stress and how to stay calm in different situations.
- Keep good, regular routines (bedtimes, mealtimes, get up times) so that some things stay the same and feel ‘safe’.
- Encourage talking about mental health – talk about different emotions and how they might change throughout the day etc.



- It’s OK if every day isn’t positive.

Focus on our strengths.  
Talk about....

What went well today?

How do you feel about that?

What are we learning about ourselves?

What did you enjoy doing today?

What has made you laugh / smile this week?

What good things have we done today?

- Look after ourselves (self-care). Make sure that we are being kind to ourselves, are having fun, connecting with people we care about. Look at what self-care means to you and your child and make sure you all put some time aside to do some things that you enjoy.

Exercise – kicking a football, riding your bike, going on the trampoline, doing cartwheels?

Reading a book?

Watching TV or a favourite film?

Face timing a friend / family member?

Playing games?

Drawing / colouring?

Playing with Lego?

## Most Importantly.....

Be patient with yourself and others – it will take time to adapt.

The following activities are designed to encourage you and your child to think about how they might be feeling at different times, to explore different emotions and to plan some fun activities together. There are also a couple of resources to use when things feel worrying or difficult. You can pick and choose the activities that you think might be most useful for your child and there is no particular order or need to try to do them all. There will be times when some activities feel more appropriate than others which is fine.

## 30+ ways to Destress in less than 10 minutes



- Listen to your favourite tunes
- Head outside
- Stretch
- Meditate
- Read for pleasure
- Walk, bike, skateboard around the block
- Count to 10
- Dance
- Journal
- Write down 10 things you're grateful for
- Doodle or draw
- Tell some jokes
- Call a friend
- Chew some gum
- Focus and notice your surroundings
- Disconnect from technology
- Look at a happy photo
- Squeeze a stress ball
- Watch a funny youtube video
- Punch a pillow
- Deep, slow breathing
- Read an inspirational quote
- Spend time with your pets
- Practice yoga poses
- Do 20 jumping jacks
- Do something nice for someone
- Sit in the sunshine
- Visualise a safe, comforting place
- Pick some flowers
- Give yourself a neck massage
- Take a shower
- Kick or throw a ball





When your child is anxious be their A.N.C.H.O.R



**A. Awareness** - Be aware of changes in their mood



**N. Nurture** – Make sure they are eating and sleeping well



**C. Communicate** – Keep the lines of communication open



**H. Hear them** – Be truly present when they are talking



**O. Offer** – Provide suggestions, don't insist



**R. Relate** – Keep an eye on trends popular with your child. You don't need to jump in but it helps to relate



## All About Me Shields

# Super Me!

My name is: \_\_\_\_\_

I am \_\_\_\_\_ years old!



My birthday is: \_\_\_\_\_

My favourite food is: \_\_\_\_\_

My favourite animal is: \_\_\_\_\_

My favourite thing to do is: \_\_\_\_\_

\_\_\_\_\_

My Superhero emblem:



My favourite colour:



# Super Me!

My name is: \_\_\_\_\_

I am \_\_\_\_\_ years old!



My birthday is: \_\_\_\_\_

My favourite food is: \_\_\_\_\_

My favourite animal is: \_\_\_\_\_

My favourite thing to do is: \_\_\_\_\_

\_\_\_\_\_

My Superhero emblem:

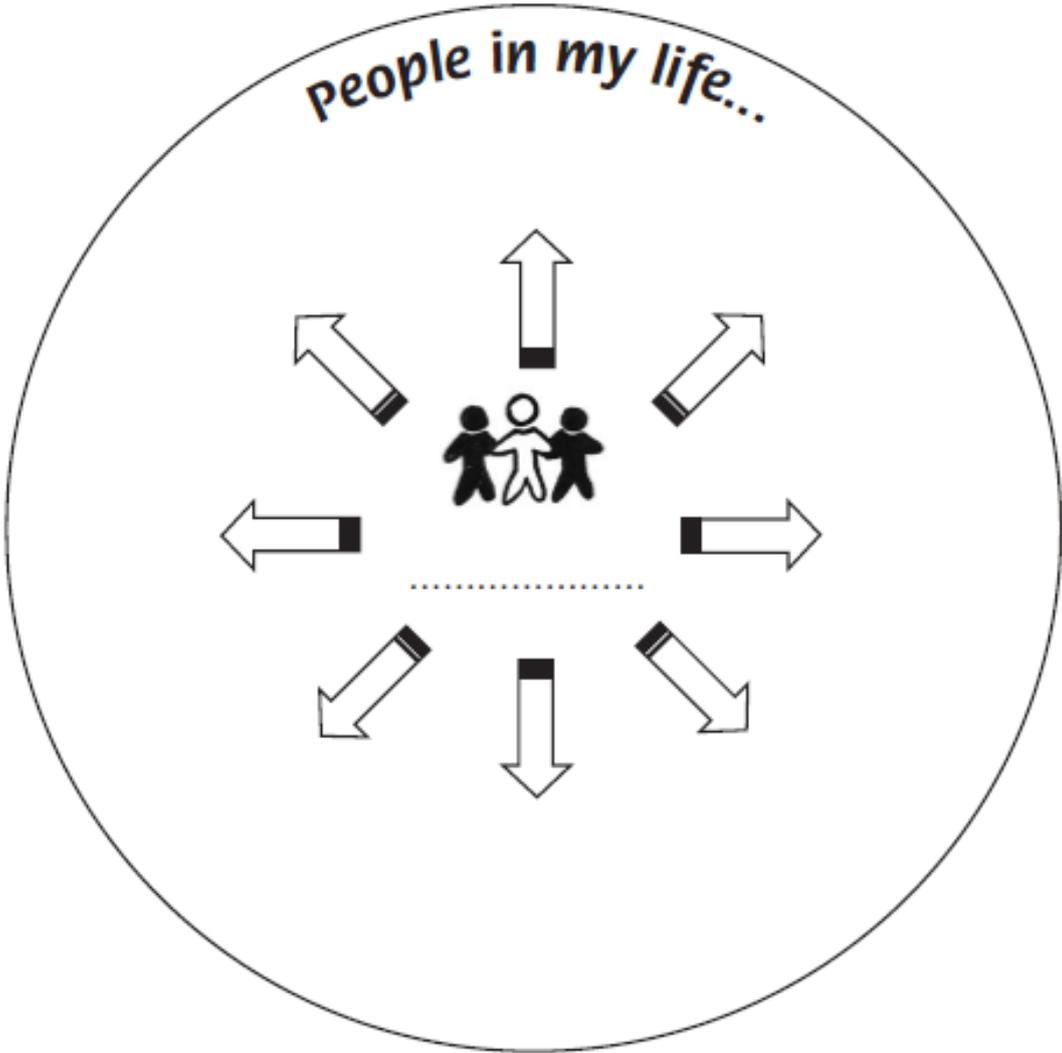


My favourite colour:



# People in My Life

Can you fill your circle with the names of people in your life? Now colour your friends' names yellow, your family green and the others blue.



-  Friends
-  Family
-  Other

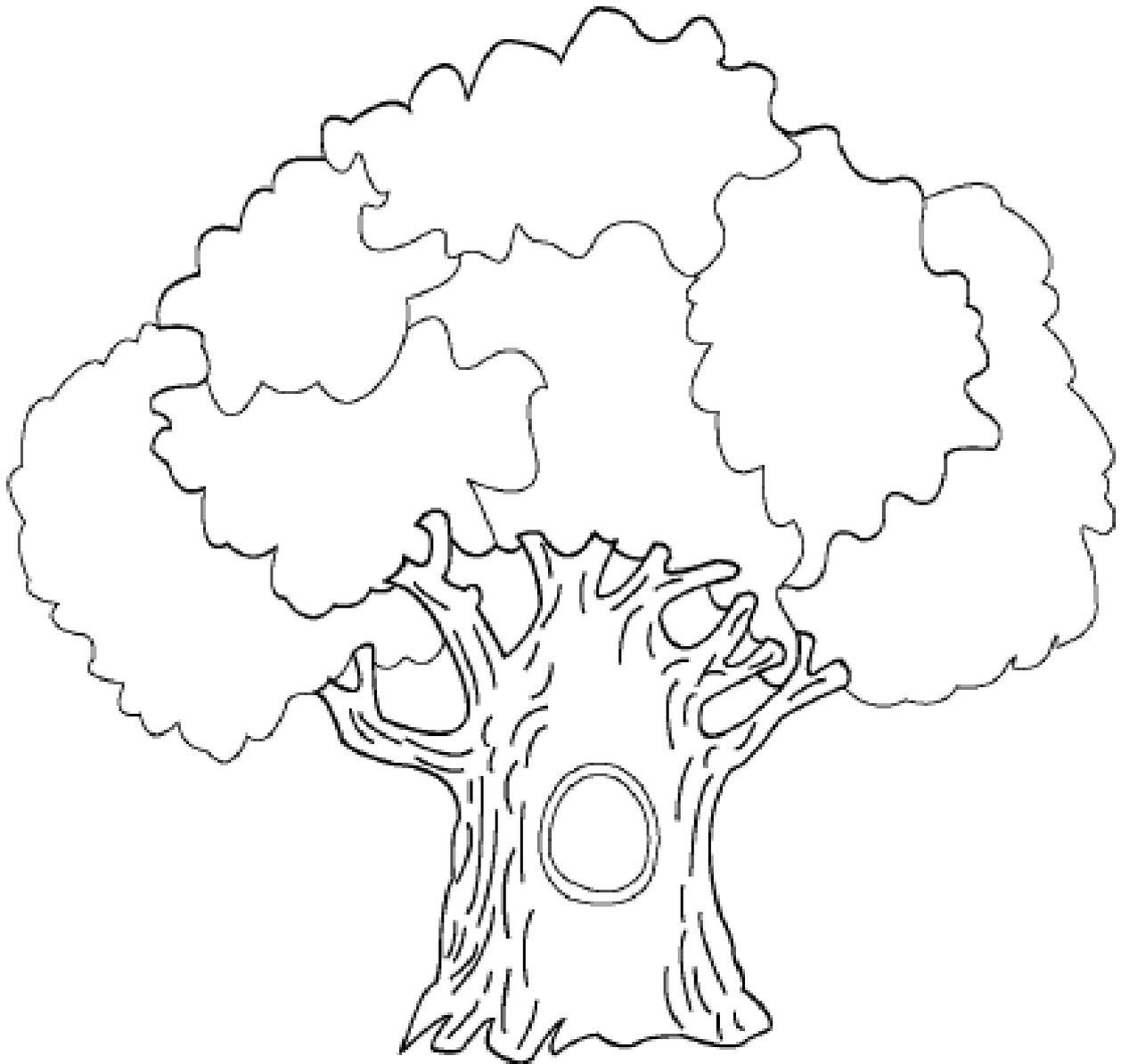
## My Special Place



1. Draw round your hand.
2. Draw your special place on the palm in the middle. Think about a place where you feel happy and safe. A place that makes you smile when you think about it.
3. Write what you can see, hear, smell, touch and taste in the fingers.

Taken from [www.thetherapistparent.com](http://www.thetherapistparent.com)

## The Wellness Tree



Use the spaces on the tree to answer these questions:

**Things that make me feel well / healthy?**

**How these things make me feel?**

**Which ones could I do on a daily basis?**

**What triggers my negative feelings?**

**What are the early signs I am distressed?**

**What can I do to cope with these feelings?**

**Who can support me?**

# Safety Shields



## Resources

- ✓ A story that illustrates the use of shields
- ✓ Shield templates
- ✓ Cardboard
- ✓ Scissors
- ✓ Tinfoil
- ✓ Glue
- ✓ Paper
- ✓ Felt-tips
- ✓ Other craft supplies

## Outline Description

### Instructions

- After reading the book together, talk about how the characters used shields. How strong they are. How would they be feeling when they are behind their shield?
- When might a shield be handy to have? Children will usually talk about fights in a concrete way, but introduce the idea of a shield to protect our feelings, a magic/invisible shield
- Suggest they make their very own magic shield using the materials.
- Wonder if it is strong enough? How could it be made stronger? Talk about a time when someone had said a nasty thing to you, and you thought of all the things you liked doing that made you feel good; that was you using your magic shield that nobody else could see and it was very strong.
- Help the child to think about the things in their life that they enjoy or that make her feel good. Maybe think about people they trust or feel good with. Maybe they could draw those things and stick them on their shield?

### Ideas to Extend or Differentiate

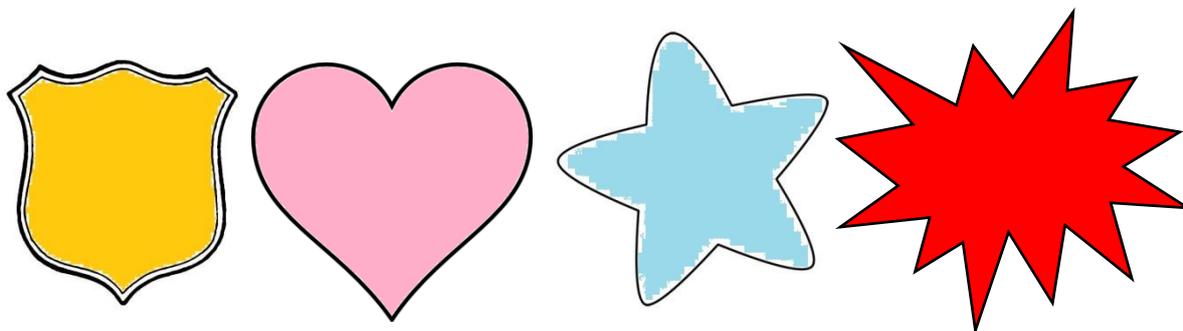
- Play a game where you ask the child to close their eyes and describe their shield- might need to prompt. Celebrate all the things they do remember. Talk about how strong it must be if they can see that image in their head. If they practice lots and lots, that will get stronger and stronger and your magic shield will start to work! Then, when someone says something to upset you, you can see your magic shield and it will protect you!

## The Feeling Words Game

### Materials Needed:

- Some small stones to be our 'feelings stones'
- A short story
- Paper/Card
- Scissors
- Colouring pens

1. Think of all the different feelings you think people your age have. Some might be every day, some might only happen sometimes.
2. For each one, think about what colour, or shape, or size it might be.
3. Once you've decided what it might look like, make a sign for it. Maybe it would look like one of these...



4. Have a look at the tin of feeling stones. Some of these will match your feeling signs!
5. Listen to the story, and see what feelings happen in it. If a feeling happens in the story, put a feeling stone on the right sign. If it's a really strong feeling, maybe you could put a few feeling stones there to show how strong it is!
6. Which feelings happened in the story? How strong were they?
7. Which feelings were missed out? When might you feel these?
8. Can you think of a story that has some feelings in?

## What are my Strengths?

- Think of all the things you are good at or like to do often – how many can you think of?
- Think about how other people describe you like your teachers, parents, sisters/brothers, friends
- What do they say? Are you kind? Caring? Sporty?
- Have a look at the cards in front of you, ask if there is a word you're not sure about
- Pick out all the words that describe you. You can share these with the person next you if you like
- Now take a look at the gingerbread person in front – can you make this person look a bit more like you? What colour are the persons hair/eyes? Are they wearing your favourite outfit?
- Now write all the 'strengths' you have around this person. Can you think of any that aren't on the cards? Do you have a hidden talent?
- Take a look at all of the things you feel are talents of yours, things you are good at and like about yourself

**Caring**

**Kind**

**Loving**

**Sporty**

**Musical**

**Friendly**

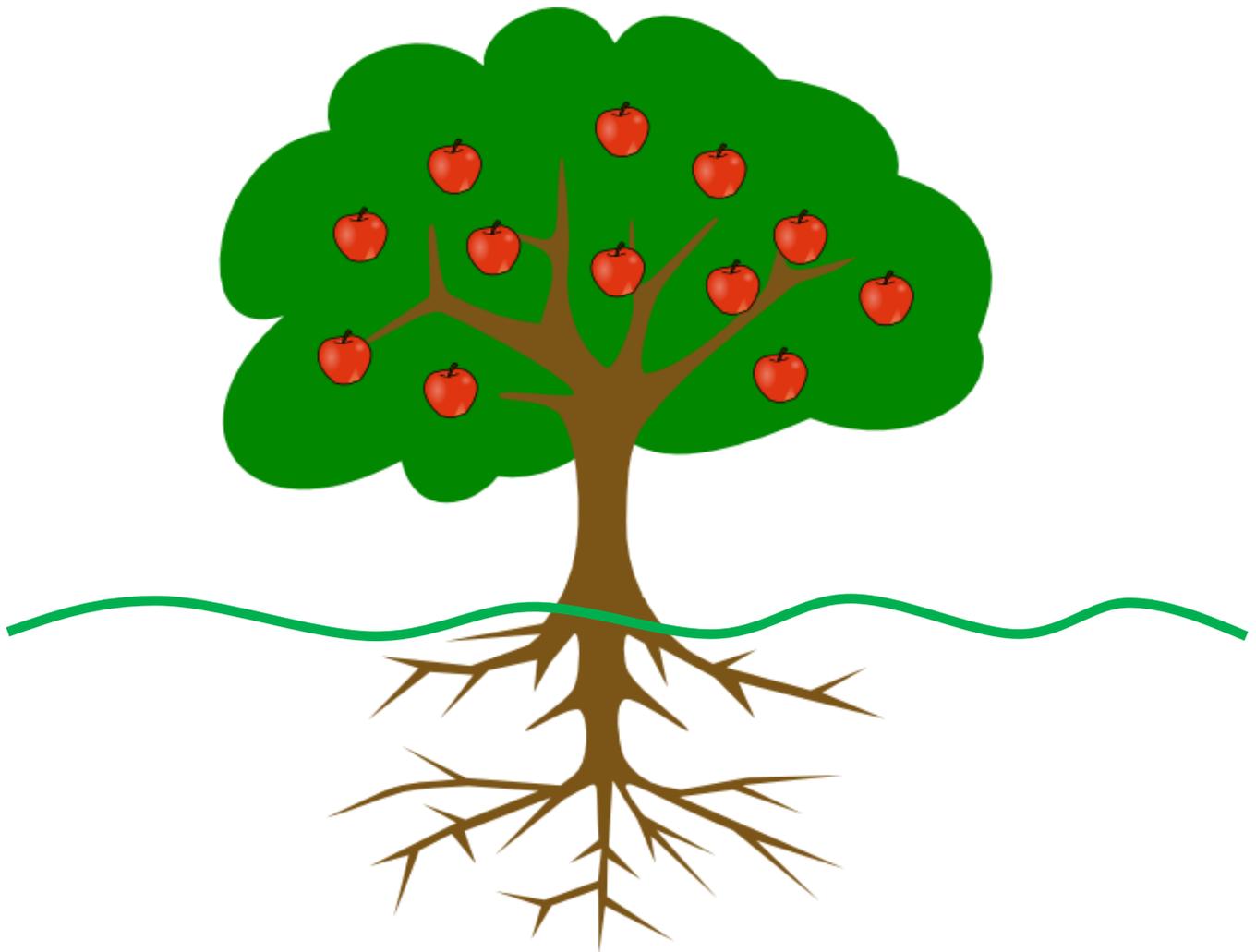
**Brave**

**Thoughtful**

**Smart**

**Funny**

## Tree of Life



- Roots**      Where do you come from? Who are your family?
- Ground**      Where do you live? What do you enjoy doing?
- Trunk**      What are you good at? What skills do you have?
- Branches**      What are your hopes and dreams?
- Leaves**      Who are the people that are most important to you?
- Fruit**      What gifts have you received from people?

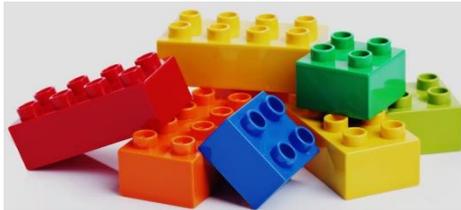
## Emotions Board Game

Roll the die and move your game piece that number of squares. Read the emotion written in the square and say a time when you have felt this emotion e.g. I feel happy when I am riding my bike

The game can be for 2-4 players. The first player to get to the end wins!

Turn the page for the board game!





## LEGO Activities

These activities focus on the areas of emotion, hobbies and the future. They allow children to express themselves using LEGO rather than verbally. These activities can be adapted, for example you could ask a child to draw instead of build. Each activity has a time limit to ensure a child keeps their attention on the task and it remains fast paced. This again can be adapted depending on your child.

**Emotion:** Start to think about the day. What different types of emotions so you think of? Every day is different and throughout each day everyone feels different emotions. Everyone experiences comfortable emotions e.g. happy, proud and uncomfortable emotions e.g. sad, annoyed.

<i>Activity One: Think About</i>	<i>Activity Two: Remember</i>	<i>Activity Three: Imagine</i>	<i>Activity Four: Conclude</i>
Build yourself and build something to represent the feels that come to mind when you think about your day.	Build yourself and then build something to represent a challenging time you had recently.	Build yourself and your friend in this situation. Build how you would feel for your friend. What would you do to help your friend?	Think about everything that you've shared today. What would help you feel your best self in a few weeks or in the future? Build yourself and build something to show what helps you.
Building time: 3-4mins	Building time: 3-4mins	Building time: 3-4mins	Building time: 3-4mins
When building time is up take turns telling each other about what you have built.	When building time is up take turns telling each other about what you have built.	When building time is up take turns telling each other about what you have built.	When building time is up take turns telling each other about what you have built.

**Hobbies & Interests:** What are the hobbies or interests in and outside of school? What do you enjoy doing outside and inside? What is your favourite thing to do in your spare time? It could be a sport, game or activity.

*Activity One: Think About*

**Build yourself and build three things you are good at or like to do. It could be a sport, game or activity.**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

*Activity Two: Remember*

**Build yourself trying something new for the first time. What was it like at first? How did you feel? What was it like once you had finished?**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

*Activity Three: Imagine*

**Build yourself achieving this goal. How would this feel? How would your family and friends feel?**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

*Activity Four: Conclude*

**Think about the models you have build and think about what has been shared. Build a model to show the most important thing to you about your hobbies and interests.**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

**Future:** Start to think about what you would like your like to be like in five years' time? Where would you like to go? What would you like to be doing?

*Activity One: Think About*

**Build yourself in five years' time. What would you be doing? Who would you be with?**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

*Activity Two: Remember*

**What are your interests? What do you enjoy doing? What are you good at? Build as many of these as you can.**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

*Activity Three: Imagine*

**Build yourself and start to build the job that you would hope to do in future.**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

*Activity Four: Conclude*

**Think about everything that you've shared. It might be a long way off but what goals do you need to set yo help your future self? Think of some targets/goals and then build yourself completing these goals.**

Building time: 3-4mins

When building time is up take turns telling each other about what you have built.

## Useful Links

- Nurture Groups UK  
[www.nurtureuk.org/](http://www.nurtureuk.org/)
- Mental Health and Wellness Resources  
<https://www.mentallyhealthyschools.org.uk/resources/coronavirus-resources-for-mental-health-and-wellbeing/>
- MIND  
<https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/>
- CAMHS Tools for managing stress and anxiety  
<https://www.camhsnorthderbyshire.nhs.uk/understanding-coronavirus-and-coping-with-stress-and-anxiety>
- Schools Out  
<https://www.schools-out.org/>
- Scout Activities  
<https://www.scouts.org.uk/the-great-indoors>
- A Children's Guide to Coronavirus  
<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>
- Nosey Crow – A Children's Book on Coronavirus  
[https://nosycrowcoronavirus.s3-eu-west-1.amazonaws.com/Coronavirus\\_ABookForChildren.pdf](https://nosycrowcoronavirus.s3-eu-west-1.amazonaws.com/Coronavirus_ABookForChildren.pdf)
- Information for parents of children with Autism  
<https://www.autism.org.uk/services/helplines/coronavirus/resources/tips.aspx>
- Information for parents of children with ADHD  
<https://www.additudemag.com/explain-coronavirus-covid-19-anxiety-adhd-child/>
- Government links for parents and school settings  
<https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>