

What we will be covering

- Is there a wrong way or right of surviving in COVID-19?
- Setting up independence.
- Managing a day
- Affects of social media
- Well being

Is there a wrong way or right of surviving in COVID-19?

- NO, NO, NO, Nooo !!!!!!!
- Just be careful of your own mental health by checking in with your own consciousness once in a while.
- Acknowledge and accept that you are doing your very best in the current circumstances.
- Don't level or measure yourself against others, just take notice, connect, keep learning and give.



Setting up independence.

- Working from home whilst supporting your children with home learning is an incredibly difficult balancing act.
- Spend time (before you do anymore home learning) – teaching the children to set up all their equipment independently (logging on, locating learning resources, getting their own drink).
- Before a day starts, collect a bank of activities (ones you don't mind your child completing independently – colouring/drawing, reading, lego, cardboard/sellotape/scissors). They can access this during their breaks from home learning.
- Set expectations at the start of each day. A child will always react differently to a teacher compared with their parents. Please don't be fooled by Oscar winning performances when they are trying to get out of doing home learning.
- If you are going to give your child a choice give them two choices you are happy with.
- If you can give them a designated place for working (desk, corner of the room, seat)
- Children need to learn to fail, so encourage children to persevere (growth mindset) and not give up. Give praise for effort and make this a focus rather than what they get right or wrong.

Managing a day

1. Collect resources for independent activities (snacks/food/drink) – used during breaks from home learning.
2. Set expectations – behaviour, how much work by when, when breaks are, rewards for effort, consequences.
3. IF POSSIBLE – Where your work allows it, align your working periods with the children and if possible have a least one break with the children – (You need to break just as much as the children) This role models a good mindset. Note – I am aware this might not possible for some parents.
4. Use the school learning platform to timetable the day, if applicable. However, if you need to adapt it to fit in with your daily routine please do.
5. School staff are only fulfilling their statutory duty of safe guarding by ring you, to check in with children.



Social Media

- Don't measure yourself against what you see.



- Often what you see is the best of what that person has achieved, not the actually day-to-day reality.
- Your child loves you, no matter what! They don't need recognition from 340 likes on social media.
- Be careful of what you read in the news, they sensationalise to sell.





CONNECT

BE ACTIVE



**TAKE
NOTICE**



GIVE



**KEEP
LEARNING**



<https://www.cookridgeprimary.co.uk/mental-health-and-well-being-support/>

UNILEVER WELL-BEING FRAMEWORK

PHYSICAL

Looking after our health, fitness, diet, sleep and energy levels so we approach challenges with zeal

Nutrition

Recovery

Exercise

Energy management

PURPOSEFUL

Identifying what really matters to us and connecting to that as much as possible in all we do

Personal purpose

Connecting to the Unilever Sustainable Living Plan

WELL-BEING

MENTAL

Managing our mental choices and reactions to distractions and competing pressures

Focus

Empowerment & agility

Mindfulness

EMOTIONAL

Finding ways to feel positive and confidently face the challenges life throws at us

Positive mindset

Self-esteem

Inclusion

Ways to Foster Positive Thinking



Recall positive life events



Perform acts of kindness



Practice mindfulness



Express gratitude



Work with children





