



He Ara Hauora: Ka Anga Whakamua

Pathway towards wellbeing: Going forward



He waka eke noa
We are all in this together

A guide for Early Learning Centres and Schools:

Recovering Well from Covid-19 Pandemic

May 2020

Children and young people are experiencing an extraordinary period of history. This is likely a once-in-a-generation event, and it will affect every domain of human life. Disasters and trauma have tested the resilience and emotional strength of our country before and we need to once again tap into that collective resilience to support the wellbeing of our children and young people at this time. It is in our best interests to plan how we as a learning community will recover from this event. The earlier we understand and create awareness of the potential impacts and how to improve it, the better. Any **recovery plan** needs to promote a sense of increased wellbeing, resilience and tolerance in our learning community as we support our children, students and staff members to understand that everyone is on their own recovery path. Some will need longer, while others may not be affected significantly. Acceptance of this difference and giving each other support can foster a healthy recovery environment.

He Ara Hauora: Ka Anga Whakamua/Pathway towards wellbeing: Going forward

operates from an attitude of both knowledge and optimism – it encourages us to move forward from a position of strength, continuing what we are doing well but also daring to do things differently. Our strength is inherent across our diverse genealogy. We acknowledge **whakapapa, whakawhānaungātanga; kaupapa** and **tikanga**. Knowing our collective strength helps us to move us closer towards reaching a shared awareness of the needs of children and young people as we recover from a life changing event. Tikanga, after all, is about doing the right thing, at the right time for the right reason.

Although we are all in the same storm, we are not all in the same boat. We need to be mindful that it has been a time of turmoil, ongoing stress and much change and it would be unwise to think that we will all return to business as usual when this ends.

Children and young people have and are experiencing substantial changes to their daily routine and social infrastructure, which ordinarily fosters resilience to challenging events. Stressors such as prolonged duration isolation, fears of infection, frustration and boredom, inadequate information, lack of in – person contact with classmates, friends, teachers, lack of personal space at home and family financial loss may have enduring effects on children and adolescents.

The economic turmoil created by Covid-19 will impact on many families, along with the consequent stresses and strains of being housebound for significant periods of time. We know that children living in poverty are at significantly greater risk of experiencing adverse outcomes during and following stressful events. Family stresses related to the Covid – 19 crisis – including unemployment and anxieties over health and finances may heighten the risk of violence and neglect in some homes.

Children and young people will have different levels of resilience and different ways of responding to and recovering from stressful times. They will also have different ways of showing when the demands that are being put upon them outweigh their capacity to cope. New and challenging responses are natural and can be mitigated by calm, patient and empathetic adults. It is important to note that not all individuals will experience a stress response or be in need of psychological support. We should and can expect resilience, but also be on the lookout for those who appear to be struggling or who are likely to experience multiple risk factors and fewer protective factors.

We have learnt that we can change the wiring of the brain through the experiences we expose it to. Thoughtful and compassionate adult responses to this event can strengthen neural pathways in the brain, ultimately supporting children's ability to cope with adversity and build resilience. It is during and after

stressful times that we build problem solving skills, a sense of gratitude and kindness to each other and in our communities.

Having an effective School / Early learning psychosocial and mental health recovery plan in place, is critical when a life changing event has significantly disrupted the learning environment for both young children and students.

Please keep in mind, there is no right or wrong to our response. Every person, child, whānau, school or early learning setting is unique. There is a menu of strategies in each education stage to give some ideas, but there are many more which you might like to try. Be kind to yourself and others.

Designing a Psychosocial and Mental Health Wellbeing Recovery Plan

While an entire school has been affected by an event, no two individuals are likely to be impacted the same way. Among the most important protective factors for emotional wellbeing of children after stressful events are secure and ongoing attachment relationships, self-regulation skills, maintaining a sense of agency, and being in an ongoing supportive social system such as school or other child nurturing facility. Most of the emotional responses of children in the wake of a stressful event require basic supportive interventions by trusted others in their environment.

Children/ young people spend a great part of the day at school in contact with their teachers. Therefore, it is essential for teachers to be familiar with the different responses that may develop among their akongā or the children they care for. The more teachers know about promoting wellbeing as well as understanding the effects and support options, the better equipped they'll be to help children/ young people to recover. With the right support, the unsettling thoughts and feelings of this life changing event, can start to fade and the wellbeing of children and young people can be restored.

It is crucial that Schools and Early Learning centres **embrace stress reducing activities** as we enter into a recovery phase. Age-appropriate, psychosocial and health-promoting activities can significantly improve the odds that an individual will recover from stress-inducing experiences. For example, regular physical **exercise**, stress-reduction activities such as **mindfulness, gratitude and kindness**, as well as programs that actively build executive function and self-regulation skills can improve the abilities of children and adults to cope with and adapt to adversity in their lives.

However it is also important to be aware of students and staff members who may be more likely to experience adverse impacts including those who:

- ❖ Have had direct exposure to Covid-19 (e.g., exposed first hand or experienced an extreme threat to life in the whānau)
- ❖ Have experienced the death or serious illness of a loved one during this time
- ❖ Had/has a close personal relationship with any confirmed patients
- ❖ Have a history of depression or suicidal thoughts or attempts
- ❖ Have a history of anxiety, shyness, or low self-confidence
- ❖ Have a history of risk-taking behaviour
- ❖ Have experienced prior traumatic events and are at current risk, including:
 - Those exposed to domestic violence
 - Those with a history of abuse and/or neglect

- Members of economically disadvantaged groups
 - Medically vulnerable individuals
 - Children of first responders and other medical professionals may also be at risk if their parents are/have been in danger
 - Fear and anxiety about disease may lead to certain groups in the school community feeling stigmatized
- ❖ Students with an individualized educational plan (IEP) may need accommodations or additional assistance.

Culturally informed frameworks such as Mason Durie's Te Whare Tapa Wha¹, FonoFale² and others have guided our thinking regarding the *wellbeing/hauora* of children and young people at this time. Each of the attachments will guide your School or Early Learning Centre to valuable information and strategies to increase the *wellbeing/hauora* of the particular age and educational group you are serving.

It is timely to remember that stressful events more often than not provide the opportunity to challenge our thinking and to do things differently. We all need time and space to heal, be kind to one another and to extend a helping hand.

E vave taunu'u le malaga pe tātou alo va'a fa'atasi
Our destiny is within sight when we paddle our canoe together
Samoa proverb

Tēnā koutou katoa

With thanks to the contributors:³

¹ The use of the word Hauora - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro taha tinana and taha whanau each one influencing the others, is based on Mason Durie's work: Te Whare Tapa Whā (1994).

² The Fonofale model is one of a number of Pacific models (Kakala model (Tonga), Seitapu model (Samoa) Vaka model (Tuvalu), Tivaevae model (Cook Islands) used to understand both world views of wellbeing and support effective engagement within the Pacific community. See Tapasā pgs.26,27

³ Vanesse Geel, Sue Hamilton, Brittney Bruin, Deborah Park, Cindy Wu, Ron Chau, Joanna Vivash, Kathryn Reese, Tenille Frank, Ruby Govender, Dawid van Tonder, Sneha Padmasiri, Teresa McKeever, Renee Rughoonandan, Linzi Jones, Raji Balachandran, Sandra Smith, Magda DeKock and Christina Cheong- See Russell, Sarah Buckland



SUPPORTING INTERMEDIATE SCHOOL AGED CHILDREN RETURN TO SCHOOL

New Zealand's response to Covid-19 may have ongoing long term effects on the wellbeing of students. You may have noticed that for some students the time away from school has been a positive experience. Students may have enjoyed increased time with their family, or for those who find school stressful, time away would have provided a feeling of escape. For others, time away from school may have increased their worries about family, friendships and school work. In the coming months the challenges for each individual student returning to school will vary. You may notice changes to a student's wellbeing as a result of coping with an uncertain long term event which they have little control over.

CHANGES IN WELLBEING

- Increased dependence on parents or caregivers, i.e. asking for help with tasks they are good at already, or staying physically close to you.
- Sleep problems, i.e. sleeping too much or too little.
- Quick changes in mood, i.e. irritable, angry, sad, anxious or fearful.
- Talking too much, or very little, compared to their usual behaviour.
- Self-harm and suicide ideation and loss of interest in daily activities they used to enjoy.
- Difficult to concentrate and focus and a decrease in school performance and attendance issues.
- Loss of friends and social isolation, i.e. not talking or hanging out with their usual group of friends.
- Complaints of physical pain, for example stomach aches and headaches
- Preoccupation with safety and danger.
- A change in online activities.

HOW CAN SCHOOLS AND PARENTS SUPPORT STUDENTS

- Children at Intermediate School will be more vocal about questions they have. Answer their questions in the best way you can.
- Notice their worries, stay calm, listen and offer reassurance.
- They may need assistance separating reality from rumour and fantasy.
- Remind them how they can help to reduce the risk for Covid-19 by washing their hands often and by coughing/sneezing into their elbow.

SCHOOL	PARENTS
<p>Connect with your students and re-establish relationships and routines</p> <p>Reassure: Students will want to know that the adults will ensure their physical safety and relationships are still intact.</p> <p>Regulation: Include deep breathing, mindfulness and physical exercise in daily classroom activities.</p>	<p>Be a role model. Children look to adults for guidance in how to react to stressful events.</p> <p>Keep to a routine i.e. going to sleep and getting up at a regular time.</p> <p>Monitor the use of television, internet and social media. Continuous exposure to COVID 19 updates may lead to increased fear and anxiety.</p>

WHAT TO DO IF CONCERNS CONTINUE

It is important to know that children are resilient. The majority of children, with time, will adjust to the changes well and return to their earlier ways of being. However, for some students the Covid-19 pandemic may result in significant distresses. A number of factors can impact on a student's response to a stressful event. On-going difficulties at home, poverty, racism or exposure to other traumatic events may make recovering from this recent event more difficult. If concerns for wellbeing are posing a significant immediate risk to the student, or continue for a long period of time without a change, it may be necessary to involve other agencies for support (see [Appendix A](#)). Schools know their students, parents and communities well, and are best placed to identify who may need this extra support.

RELATIONSHIPS AND REASSURANCE

A young person needs to be reassured that adults are in control of situations and maintaining basic safety. More importantly, a young person wants to know that the friendships and relationships that they had previously are still intact.

We can reassure students through the way we respond and talk to them, the way we act, and how we regulate our own feelings and behaviour. The initial novelty of returning to school will wear off, and more unexpected behaviours may surface which can be a sign of seeking further reassurance.

Things you can do and say in the classroom:

- Expect and tolerate a range of feelings that your students may be expressing, most likely through their behaviour. Use positive coping statements to respond to externalizing behaviour. (E.g. let's focus on what you can do now; Take a quick walk to calm down, then try again).
- Provide a positive environment for validation and expression of feelings. (E.g. take a one-minute silence/down-time at the beginning as well as the end of a lesson; provide a 'feelings box' where students can post their questions or thoughts).
- Communicate to students that it is normal, for now, to think "school is hard" or to feel a sense of inadequacy. (E.g. I am impressed by how well you concentrate on your work; don't worry if you have forgotten what to do; it is alright to feel challenged now, but it will soon get easier).
- Social distancing is not social isolation. It's important to connect with friends. How could we do this in a safe way – writing letters, video chats with other classes?

ROUTINES

During the recovering period, daily routines function as a scaffold to restore balance in students and to ensure that the whole child is being nurtured while back at school. A healthy daily routine that encompasses the elements of nutrition, fun, creativity, cognitive challenge, relaxation and social interactions nurtures a healthy mind. It is also important to be kind to yourself and your students, to follow a slower pace, to allow frequent short breaks, and to be flexible.

Things to bear in mind when planning a different routine, or getting back to the same routine:

- A day in school looks the same and yet different, as everyone is learning to adjust to the new challenges.
- It is a new rhythm and it will take time for students to settle into routines.
- Provide more talking time for students to voice their concerns and ask questions.
- While being organised and following a plan is important, do allow the unexpected, including mistakes.
- Look for opportunities to engage students in problem-solving when faced with an unexpected challenge.

REGULATION

The ability to self-regulate is particularly important for managing emotional responses and building resilience following difficult or stressful events. Your school may already have self-regulation programmes in place and students may have experienced different programmes at primary school (e.g. Zones of Regulation, Stop Think Do). Class discussion around emotions and regulation strategy will help to create a shared language and to ensure that students can adapt existing strategies alongside developmental changes.

Mindfulness and **physical exercise** have both been shown to be beneficial self-regulation strategies for young people. Schedule time to exercise, start and end lessons with breathing activities, encourage fresh air and allow students to take regular breaks.

See Appendix B for some ideas around:

- [Classroom conversations](#)
- [Mindfulness](#)
- [Physical Exercise](#)

SUPPORTING THOSE WITH ADDITIONAL NEEDS

“Make sure every student is accepted and knows that they are accepted by every teacher. Respected.”

16 year old Māori/Pākehā female,
Education Matters to Me (2018)

As our education landscape has changed almost overnight, we are confronted with moving learning to virtual spaces. Our first priority needs to be safe spaces and home spaces for our children with special needs. Children with special needs are at greater risk than their peers for developing compounding health difficulties and emotional stresses after a crisis (Boon et al., 2011).

In **Prof Barry Carpenter’s** podcast ([click here for the link](#)), he talks about:

- the most important aspect of teaching being ‘**Relationships**’,
- the Rochford review emphasizing engagement and,
- how we can’t expect our students to be the same when they come back after our Covid-19 break, because they will have been exposed to stress through loss of their regular life at school and home.

Barry’s outstanding contribution to our field of work, and education around the world has been commendable.

Sue Larkey and **Dr Tony Attwood** offer free webinars for supporting children on the Autism Spectrum. [Click here to access them.](#)

Show compassion, this builds everyone's sense of hope

- Connect in positive and loving ways, and encourage young people to do the same e.g. send a thoughtful or upbeat text or snapchat to someone who might need it.
- Plans should be in place for counselling and monitoring following any crisis for all students. This includes:
 - o observing students,
 - o acknowledging their feelings in a calm way,
 - o creating a positive classroom culture, and
 - o providing opportunities for students to share their concerns.
- All key personnel need to partner with whanau and other community organisations to support students with special needs no matter what the crisis.

SUPPORTING THE WIDER SCHOOL COMMUNITY

To ensure effective community engagement: 3 elements are needed for communities and for school staff. Communities need:

- Knowledge: about the disease is, how it is transmitted, and how to protect against it;
- Trust: This is needed to ensure communities follow public health advice;
- Self-efficacy: The ability to implement safety measures (e.g. access to soap and water, to gloves etc.).

School staff need to:

- Understand local perceptions of the disease and of responses;
- Listen to communities' fears and beliefs and adapt their own behaviours;
- Support communities' participation, ownership and resilience.

See [APPENDIX C: Ten things to know and do](#) for more information

Suggestions for school personnel wellbeing:

- Maintain a routine
- Recognize emotions and deal with them calmly/appropriately (seek outside help if possible)
- Keep exercise up. Go for a walk, run or bike ride (just keep a 2-metre distance from people)
- Do something that brings you joy (e.g. reading or music)
- Journal and process your feelings
- Stay connected (make a phone call, write a letter, video chat)
- Get a flu jab and pass on wisdom to their community.

PARENTS

Ka ora te pakeke, ka ora te ākonga''' - when the adult is well the child is well. New Zealand's response to Covid-19 has impacted on children and their parents in different ways. See [Appendix D](#) for more information about how parents can support student wellbeing.

APPENDIX A: LOCAL COMMUNITY SUPPORTS

For more information or for further support, please see the list of community partners and agencies below.

NOTE: Website links can be accessed by hovering over text that is orange and underlined.

Health Services

Healthline	Healthline is free health advice and information, anytime, 24 hours a day, 7 days a week. Interpreter services available if needed – 0800 611 116.
Healthpoint	New Zealand's national health service directory.
Starship Community Service	Serves the ADHB. Phone (09) 639 0200 or visit www.starship.org.nz for more info.

Education Services

Local MOE office.	Contact details for the Auckland offices can be found here .
Behaviour Crisis Response Service	If you have an extreme event at your school, the Behaviour Crisis Response Service can respond to your emergency.
Learning from home	Distance learning support during COVID-19. Including wellbeing guides – here .
International Students	Information from the Ministry of Education to support International Students.
ESOL Resources	A range of resources to help teachers and schools support English language learners.

Family Support Services

Family Violence & Children's Care and Protection

Oranga Tamariki	If you believe a child is in immediate danger, call the Police on 111. If you are worried about a child and want to make a referral or report of concern, call 0508 326 459.
Women's Refugee	National Helpline: 0800 REFUGE / 0800 733 843. Counselling and housing for abused women and their children.
Shine*	Domestic Abuse Helpline: 0508 744 633. Offer domestic violence support and counselling.
Shakti New Zealand	Provides immediate help and support to women, children and youth of Asian, African and Middle Eastern origin who have experienced sexual abuse, domestic violence and discrimination. 24/7 Crisis Line with multi-lingual staff: 0800 SHAKTI / 0800 742 584.
Safe to talk/Kōrero mai ka ora	24/7 Sexual Harm Helpline: 0800 044334 or text 4334
Family Violence Information Line	Family Violence Information Line is part of the 'It's Not Ok' campaign. 0800 456 450 (available 9:00am-11:00pm daily)
Alcohol and Drug Helpline	Offer a 24/7 Helpline (0800 787 797) – all calls are free and confidential.

Parent Support/Other

[Parenting Helpline](#) [Asian Family Services](#)

Free service, is available 9am – 9pm, 7 days a week – Call 0800 568 856
Nationwide face to face or telephone support to Asian families living in New Zealand.
Offered language services: English, Mandarin, Cantonese, Korea, Japanese, Thai, Vietnamese and Hindi.

[Immerse](#)

Immerse is a not-for-profit Charity that works alongside individuals and families to become lasting foster parents.

[FairWay Mediation Services](#)

Help families working through conflict, for example disputes on parenting arrangements following separation. Call on 0800 77 44 20.

[Strengthening Families](#)

Available for any whānau in New Zealand when more than one community support organisation or government service is or could be required. It is a free service.

[Family Works](#)

Provide a range of social services for children, young people, families and whānau, facing challenges in their lives. Presbyterian Church based.

[Anglican Trust for Women and Children](#)

Provide a range of services for families/whānau across Auckland – can include emergency housing.

Mental Health Services

[Mental Health Foundation](#)

Provides an overview of mental health services including crisis services, helplines and support for young people. Contact their information service on (09) 623 4812.
They also have specific information on getting through COVID-19 - [here](#).

Includes specific reference to supports for children and young people.

The Mental Health Foundation also provides a [Community Directories](#), which is a list of national and regional community supports.

They have also developed this [resource](#) - which includes information on **what to do in a crisis or emergency** and provides a comprehensive list of **helplines** and other mental health services.

[TalkingWorks](#)

Have a directory of counsellors/ psychologists/psychotherapists/play therapists in Auckland – can be searched by speciality (e.g., ASD, Trauma).

Child and Adolescent Mental Health Services (CAMHS)

Auckland DHB: [Kari Centre Community Teams](#) / (09) 623 4646

Waitemata DHB: [Marinoto Child and Youth Mental Health Services](#) / 0800 489 555

Counties Manukau Health: [Taunaki & Te Puawaitanga](#) (Child and Adolescent Mental Health) / (09) 265 4000 (4- 18 years)

Māori and Pacific Service Providers

[Whānau Ora](#)

Whānau Ora work with whānau to find the services and support needed.
See [He Ara Takahinga](#) for a directory of services in Auckland to support Whānau Ora.

[Te Puni Kōkiri \(Ministry of Māori Development\)](#)

Te Puni Kōkiri has information and resources for Māori including [Protect our Whakapapa information sheets to keep whānau safe](#).

<u>Te Rōpū Whakakaupapa Urutā</u>	Te Rōpū Whakakaupapa Urutā (National Māori Pandemic Group) has for information developed by leading Māori medical experts for whānau Māori.
<u>Ministry for Pacific Peoples</u>	The Ministry for Pacific Peoples has information and resources specifically for Pacific peoples.
<u>Pasifika Futures</u>	Pasifika Futures is a Whānau Ora Commissioning Agency. They work with regionally based providers and partners to build the capability and capacity of Pacific families.
Disability Support and Services	
Office for Disability Issues	Have an overview of the current Disability Support Services available in New Zealand. <u>Find this here.</u>
<u>Explore</u> Specialist Advice	National provider of behaviour support for those with disabilities and autism.
<u>Taikura Trust</u>	Provide free needs assessment and service coordination (NASC) in the greater Auckland region.
<u>Disability Connect</u>	Have compiled a list of resources and useful links.
Other Agencies/Community Services	
<u>Refugees as Survivors New Zealand</u>	Refugees as Survivors New Zealand (RASNZ) is New Zealand's leading mental health and wellbeing service for people from refugee backgrounds living in Aotearoa.
<u>Red Cross New Zealand</u>	Red Cross provides a wide range of services to support people in the community.
<u>The New Zealand Foodbank Directory</u>	Find a local food bank using the New Zealand Foodbank Directory.
<u>NetSafe</u>	Online safety organisation who have resources and tips to help keep children and young people safe online.
Useful Websites for further Information and Resources	
Resources for Managing Coronavirus Anxiety	
<u>Kids Health</u>	Provides information on coping with worry and anxiety about COVID-19 for children.
<u>Brainwave</u>	Compiled a range of recommended resources to support during COVID-19.
<u>Ministry of Education</u>	Useful information on COVID-19 and wellbeing for educators and families.
Updates on COVID-19	
<u>COVID-19 Website</u>	Provides up-to-date information to support families and businesses during COVID-19.
<u>Ministry of Social Development</u>	Website includes information on support available to people who have been affected by COVID-19, including community services and family supports.

Resources for children with Additional Needs

[UNC Frank Porter Graham Child Development](#)

Their Autism Team have created a comprehensive information pack on 'Supporting Individuals with Autism through Uncertain Times'.

[Altogether Autism](#)

Information on Autism during COVID-19, including resources recommended by Altogether Autism experts.

Service and Resource Directories

[The Family Services Directory](#)

An online nationwide database of family support organization and the services/programmes they offer to support New Zealand families.

[Hearts and Minds](#)

See Hearts and Minds (formerly known as Raeburn House) for their support services directory.

[Health Pages](#)

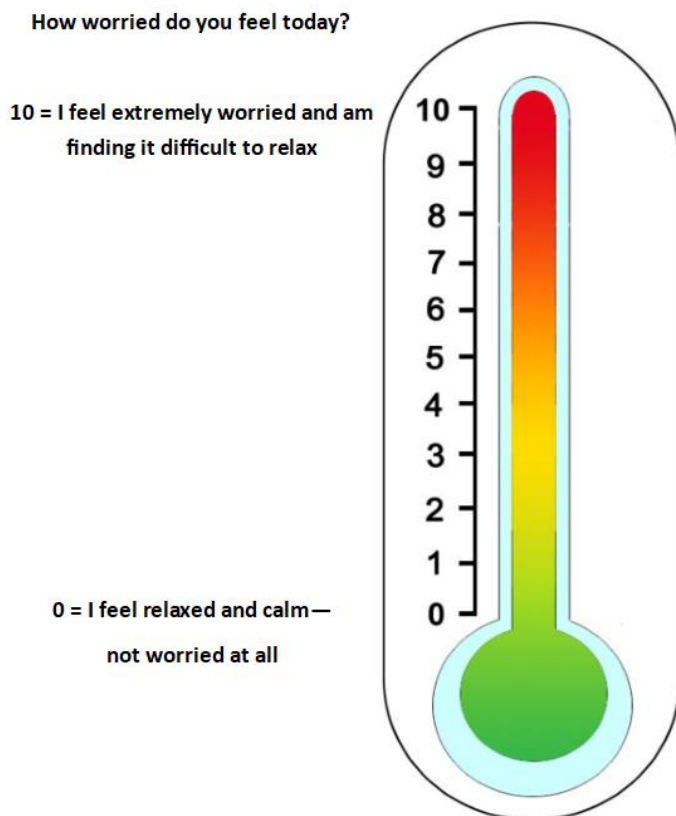
Directory of a wide variety of social services in Auckland.

APPENDIX B: REGULATION IN THE CLASSROOM

Class wide conversations to support self-regulation could focus on the following:

- Identifying calming strategies (class and individual)
 - o Ask students to share individual strategies they use to calm themselves
 - o Discuss options that are appropriate to use individually within the classroom
 - o The Sparklers website has a wealth of activity ideas, searchable by wellbeing topic (e.g. managing emotions) or activity type (e.g. for Years 7-8 or for social distancing)
<https://sparklers.org.nz/activities/>
- Decide on a shared language, e.g. using an emotional regulation thermometer (see below)
- Students can use ideas discussed above to create individual self-regulation kits with a selection of strategies to support in different contexts (e.g. in class, at break time, at home). This can be a simple written table, a visual of strategies or a basket/box with resources inside.

Using an emotional regulation thermometer



Many emotional thermometers for younger students will focus on colours and pictures to represent different emotions.

As students mature, they can also use numbers to describe how they are feeling, as in this example.

The 0-10 scale can also be used to express other feelings, such as:

0: Calm → 10: Out of control

0: Ready to learn → 10: Not ready to learn

Mindfulness in the classroom:

There are some great online resources in this space. Get young people to explore these and find options that may be suitable for your class.

- Headspace <https://www.headspace.com/> has a range of things that help people keep calm and activities that help with sleep. Support them to share the helpful activities with their friends.
- Pause Breathe Smile has some short, guided breathing activities: <https://mindfulnesseducation.nz/free-pbs-resources/>
- All Right? Has Māori language breathing activity videos: <https://www.allright.org.nz/tools/hikitia-te-ha>

If you don't have access to online resources, here are some easy starter activities that can easily be done before at the start, end, or during class.

For all of these, students should sit up straight or lie down on their backs:

- Gently hold their thumb – have them breathe slowly in and out, count out loud, “1”, move to their pointer finger – have them breathe slowly in and out, count “2”, move to their middle finger and repeat, count “3”, move across just one hand and count to “5”, or both hands to count to “10”.
- Belly breathing 4-2-4 -
 - o Take a deep breath in, counting to 4, hold for 2 and breathe out for 4. It helps if they place their hands on their stomach and feel it rise as they breathe in and empty as they breathe out.
- Mindfulness 5-4-3-2-1 senses activity – this helps to bring awareness back to their physical surroundings and refocus their thoughts
 - o Name 5 things that you can see, 4 things that you can hear, 3 things that you can feel, 2 things that you can smell and 1 thing that you can taste
- Body scan – this helps students become aware of how their body is feeling
 - o This involves focusing on each part of the body in turn, from head to foot to see how it is feeling – is it comfortable/uncomfortable, hot/cold, relaxed/tense, energetic/tired. Focus on each area for 20-30 seconds.
- Muscle relaxation
 - o This again focuses on each part of the body in turn, from head to foot. This time, squeeze/tense every muscle in each area while breathing in for 4, hold for 2, and then release while breathing out for 4.

Physical exercise in the classroom

Physical activity is not exclusively for PE class. There are many ways that it can be incorporated into the regular classroom. Click on the links below to explore options for young people:

- [YogaGlo](#)
- Videos from [Yoga with Adriene](#)
- The [Scientific 7-minute Workout](#)

You could also get young people to check out Hong Kong Academy, [click here to read about the virtual sports day](#) they ran to help students stay active - can your students think of ways they might do this?

APPENDIX C: SUPPORTING THE WIDER SCHOOL COMMUNITY

Ten things to know and do

1. Build trust • People must trust those responsible for managing the outbreak and for issuing information about it. Public confidence that a government or agency is acting first and foremost to safeguard their health will influence compliance with recommended control measures, and thus hasten outbreak containment.
2. Communicate uncertainty proactively • Communication by authorities to the public should include explicit information about uncertainties associated with risks, events and interventions and indicate what is known and not known at a given time.
3. Engage communities • Identify people that the community trusts and build relationships with them and involve them in decision-making to ensure interventions are collaborative, contextually appropriate and that communication is community-owned.
4. Message well • According to the latest evidence, risk should not be explained in technical terms as this is not helpful for promoting risk mitigation behaviours. Messages should promote specific actions people can realistically take to protect their health.
5. Establish and use listening and feedback systems • Use multiple means (surveys, focus group discussions, community walk-throughs, key informants, feedback from front-line responders, partners' and stakeholders' feedback, social media, etc.) to listen to the public and affected communities.
6. Use social media as appropriate • Social media should be used to engage the public, facilitate peer-to-peer communication, create situational awareness, monitor and respond to rumours, public reactions and concerns during an emergency, and to facilitate local level responses.
7. Risk communication operations requires resources • Risk communication in epidemics is a massive operational undertaking and requires people, logistics, material and funds.
8. Treat Emergency risk communication as a strategic role, not an add-on • Emergency risk communication should be a designated strategic role in global and national emergency preparedness and response leadership teams.
9. Establish coordination and information systems • Develop and build on agency and organizational networks across geographic, disciplinary and, where appropriate, national boundaries.
10. Build capacity for the next emergency • Preparation and training of personnel for emergency risk communication should be organized regularly and focus on coordination across agencies.

APPENDIX D: HOW CAN PARENTS SUPPORT STUDENT WELLBEING

In the coming months as New Zealand responds to a long term event which brings uncertainty, each individual student returning to school will respond in a different way. While some students are eager to be back at school learning and meeting their friends others may be fearful and anxious to return. As students navigate and adjust to the changes around them you may notice changes to their wellbeing. Some examples of changes to wellbeing include a change in sleeping patterns, interest in activities they used to enjoy, social interactions with friends and mood. It is important to know that children are resilient and most children with time will adjust to the changes well.

Me Whakawhanaunga/Connect

- Reassure, children want to know that the adults will ensure their physical safety and the relationships they had before lockdown are still intact.
- Children at Intermediate School will be more vocal about questions they have. Answer their questions in the best way you can.
- Keep communication between home and school strong.

Tukua/Give

- Be a role model. Children look to adults for guidance in how to react to stressful events. Be aware of what you say and how you act, children will follow your lead.
- Re-establish routines i.e. sleep and wake up times
- Think and plan ways to help others who may need support in your community

Me aro tonu/Take notice

- Notice worries, stay calm, listen and offer reassurance.
- Monitor the use of television, internet and social media. Continuous exposure to Covid-19 updates may lead to increased fear and anxiety.
- Support to regulate emotions. Teach to recognise what the body and mind feels like when out of sorts. Teaching deep breathing and mindfulness will help.

Me ako tonu/Keep learning

- Remind children how they can help to reduce the risk for Covid-19 by washing their hands often and by coughing/sneezing into their elbow.
- Children will need assistance separating reality from rumour and fantasy.

Me kori tonu/Be active

- Encourage fresh air and exercise.
- Spend time in nature.