



5a Day For Wellbeing

A guide for parents

Take notice

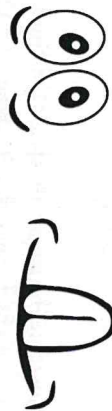
Taking notice is about being mindful with your surroundings. What can you notice? Which senses can you use? Being mindful is about being in the present moment right now. Not thinking about the future, not thinking about the past. Just being here right now.

Encourage your child to notice things in their environment.

Go for a walk or just walk to school and notice the following:

- What can you see?
- What can you hear?
- What can you smell?
- What can you feel?

If you are eating dinner, then encourage your child to really taste their food, notice the texture and how it looks too.



For resources go to www.elsa-support.co.uk

Learn new things

Learning new things boosts wellbeing. When you learn something new it feels great. Imagine how your child feels when they have learnt something new. They are desperate to show you. It might be something as simple as tying shoelaces, singing a new song, reciting a rhyme, doing a little dance or reading a hard word. It doesn't matter what they learn as long as they are learning something new.

Think about setting daily targets with your child. Ask them what new thing are they going to learn to do today. Make the target small but achievable. If they want to set a harder target then that is fine but set a longer time frame for them to achieve this.

Set achievable targets



If you need any further support contact:

Mrs Pearson

e-mail: lpearson01@st-annes.notts.sch.uk

tel: 01909473223

5 a day for wellbeing



What does '5 a day for wellbeing' mean? It means each day it is good to:

- Connect
- Give
- Be active
- Learn new things
- Take notice

Following these simple suggestions can really boost wellbeing for everyone. It will make you and your child feel happier.

What do these five things mean?

Keep reading

Connect and Give



Making a connection with other people can feel amazing. Connecting with others can make you smile, laugh, and feel happier. Social relationships are so important for happiness, health and wellbeing.

You can connect with people in lots of different ways. Try and help your child connect with someone EVERY day.

- Talk to someone by telephone instead of texting or emailing
- Speak to someone new in school that you haven't spoken to before
- Spend time talking to sisters and brothers. Play a game with them or read a story and discuss the story.
- Visit family members and friends
- Join a club or a group and get to know people who like the same things as you do
- Talk to neighbours especially elderly people who perhaps are lacking in social interactions

Give

This is about helping others and 'giving'. How can you or your child help others? People who help others actually feel happier in themselves. It does feel good to help others.

It is about being:

- Kind
- Caring
- Helpful
- Understanding
- Empathetic



Be active



Being physically active every day boosts wellbeing and happiness. Make sure you and your child are exercising daily. If you choose exercise that is easy for you to do every day like walking to school, it will help you to keep it up.

Activities you can do:

- Walk to school instead of going in the car
- Go to the park after school
- Get the football out and have a kick about
- Put dance music on and make a dance routine with your child
- Go for a walk in nature and notice everything around you
- Put on a YouTube video and do an exercise class
- If you have a garden get outside and let your child help you to weed and grow things.

What exercise can I do today?



ABOUT SELF-ESTEEM

A guide for parents

Goal setting

Helping your child to set small, achievable goals can really help boost self-esteem.

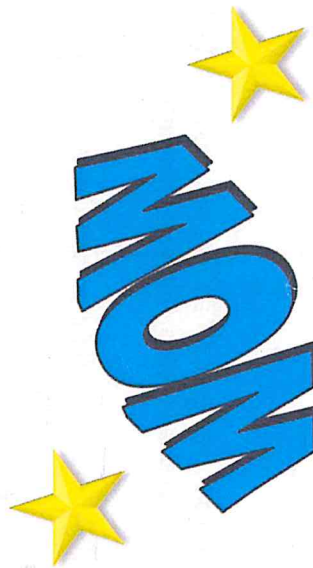
The goal needs to be challenging enough to be interesting but also something you KNOW your child can achieve with a little effort.

Ask them to think of something they would like to do. It could be something really simple like

- Tying shoe laces
- Doing a hand stand
- Riding a bike
- Learning a dance routine
- Learning their 2 times table
- Learning some spellings
- Making a sandwich

The brilliant thing about goals is that once achieved it feels FANTASTIC for your child. It will definitely make them feel great.

Help your child celebrate their achievement. Make them PROUD!



Can do 'CAN'!

A can do 'CAN' is basically a can or jar where you ask your child to write on slips of paper and pop it into the can. These are things they CAN DO!



Examples might be:

- I can swim
- I can draw a star
- I can set the table
- I can make a cup of tea
- I can be friendly and kind
- I can do a hand stand
- I can make a sandwich

Your child will see that there are lots of things that can be added to the can. At the end of each day ask them to write something to put in their can (or jar).

Ask them 'What did you do today that you can add to your can?' In time that can will be full. Spend some time after a week or so going through the can to remind your child of all the things they 'CAN DO'.

If you need more ideas contact:

Mrs Pearson

EMAIL: lpearson01@st-annes.notts.sch.uk

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What is self-esteem?

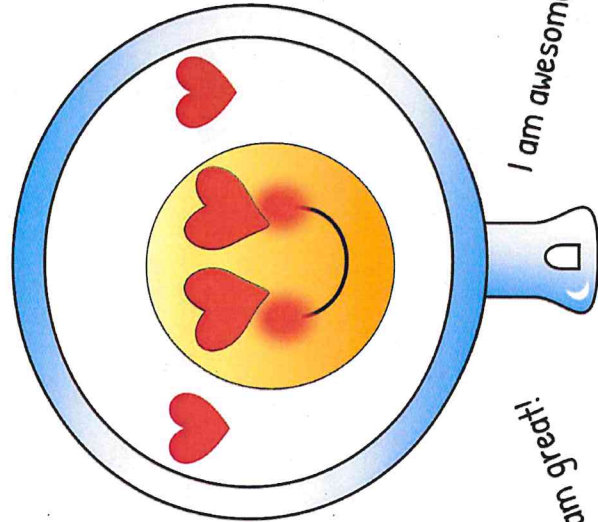


Self-esteem is the opinion your child will have of themselves.

A child with a healthy self-esteem will tend to be more positive about themselves and about life in general. They are likely to be more resilient and able to deal with things that happen in life. Resilience is the ability to cope with life's challenges. It means to recover from difficulties.

Low self-esteem is just the opposite. Children struggle to take on challenges and are less resilient. They might be more negative about life.

There are lots of ways to build self-esteem in your child.



Strengths, talents and affirmations



What is your child good at? Do they recognise that they have strengths and talents. Help your child explore their strengths.

Look at words that describe a person's character such as:

- Kind
- Caring
- Loyal
- Friendly
- Creative
- Sporty
- Responsible



There are lots of others too. Try making a list of all the strengths and talents your child has so you have a list handy when you are talking to your child.

Ask your child to pick a strength they have each day and ask them how they might use it.

Encourage them to say 'Today I am going to be kind'. 'Today I am going to be friendly', etc.

When they say these words out loud they are creating an affirmation. The more they say their affirmation during the day, the more they will believe it and will act on it.

Specific praise



Your child probably loves being praised. Do you praise enough? How do you praise your child?

The way you praise can significantly make a difference to your child.

Be specific with your praise. Don't just use general phrases like 'well done'. Tell them exactly what you are praising. Use some of their strengths in your praise.

Examples can be:

- You did a great job with that painting. I love the colours that you used. You are so creative!
- You were so friendly today and really made that new girl feel welcome.
- You showed how caring you were today when that little boy fell over and hurt himself.
- You were so responsible looking after George the cat. You remembered to feed him and put fresh water out.
- You were so organised today when you got all your things ready for school. You remembered everything!

Being specific like this is really showing off their personal characteristics and you will be constantly reminding them of how great they really are. In time they will believe you!

Be specific and generous with your praise!



ABOUT ANGER

A guide for parents

Setting up a safe space



A safe space is basically a part of your home where your child can go if their feelings become overwhelming OR if they recognise they are starting to feel angry. It can help to quickly diffuse a situation.

Let your child help make it with you. Explain this is an area they can go to by themselves if they need some time to regulate and calm their emotions.

Things you can put in your child's safe space:

- Cuddly toys
- Warm fluffy blanket
- Playdough to pummel, squish and squash
- Crayons and paper for angry scribbling
- Lego or something to build with
- Mindful colouring sheets
- Pens and writing paper
- Puzzles
- Things to count
- Ear muffs or ear phones and calming music

Also it is good to teach them some calming techniques such as:

- 7/11 breathing - breathe in for the count of 7 and breathe out for the count of 11 to really slow that breathing down
- Saying 'I FEEL ANGRY' labelling a feeling can really help to diffuse it.

When all is calm



After an angry outburst and your child has calmed down they will have a whole range of feelings. They might be feeling guilty, sad, depressed or even scared at their outburst. They may feel incredibly tired as all those angry chemicals return to normal. Avoid adding to those difficult feelings. Reassurance is needed that all is ok now.

When all is calm it is helpful to talk about the situation that caused the anger outburst and look at ways things could have been different. This is all about your child reflecting on what happened.

Could they have done something before the anger took hold? It might be things like:

- Walking away from a situation
- Thinking about the situation in a different way. Changing their angry thought to a more positive thought.
- Using calming breathing
- Using their safe space and one of their activities
- Talking to someone to seek help if needed

if you need any further support, please contact:

What is anger?



Anger is an intense emotion that we all feel from time to time. It is totally normal to feel angry. However acting on anger can cause problems and you might find that your child's anger is causing problems.

Anger can stem from a situation that has happened. You can discuss these with your child and see if you can help them find a solution. It might be:

- Unfairness
- Disrespect
- Being blamed for something
- Being picked on or bullied
- Being told 'NO' about something they want to do

Anger can stem from physical feelings which can easily be fixed such as:

- Being tired
- Being hungry
- Feeling ill

Anger is also a secondary emotion which means it can stem from an underlying emotion. It is fueled by other emotions. It can be easier to express anger rather than hurt or vulnerability. It can be helpful to see if there is something bothering your child to cause their angry outbursts.

Your child might feel:

- Sad
- Anxious
- Scared
- Lonely
- Worried

What is going on in the body?



When anger is triggered, lots of things go on in the body. This is called the adrenaline response.

Adrenaline is released into the body and can cause a whole range of physical feelings in the body. It could be tense muscles, raised heart rate, hot and sweaty, fast breathing, tummy ache, or even dizziness. The body is preparing itself to fight or run away. It is easy to see how children can end up fighting or hurting others and how they can hurt themselves or damage property when they are angry.

Children who have reached this stage of anger cannot be reasoned with. They just can't hear you, their body is ready to fight not listen.

This anger response can be incredibly scary and confusing to a child. They need your help more than ever.

So how can you help?

- Keep your voice calm at all times and ask them to slow down their breathing. A good one can be breathing in for the count of 7 and breathing out for the count of 11. This can help very quickly to calm your child down.
- Do not be confrontational or try to argue or demand they do something.
- Create a safe space in your home where they can go. This could have a range of calming and relaxing activities. Suggest in a calm way they visit their safe space.
- Ask if they need a hug. A good firm hug can do wonders with a child who is in an anger crisis but ONLY if they want it.

Labelling a feeling



Anger can come in different levels from being mildly irritated to a raging anger.

There are lots of words for anger such as:

- Mad
- Furious
- Livid
- Annoyed
- Irritated
- Fuming

Helping your child to learn the words to describe their feelings is incredibly powerful and can really help them manage their feelings.

Use feelings talk with your child.

When something happens ask them to tell you:

- How they are feeling? (naming that feeling can help diffuse the situation).
- What has happened to make them feel that way?
- What could they do to help themselves feel less angry?

Labelling that feeling and talking about it can reduce the feeling massively.

Always try this when your child is angry.

Find the time to explore vocabulary around anger and what the words mean.

How to talk to your child



Listen carefully and give your child your FULL attention.

Give your child lots and lots of reassurance that this is not their fault in any way. There is a tendency for everyone to blame themselves for what they did or didn't do and believe it might have made a difference to the death.

Use clear and age appropriate language with your child.

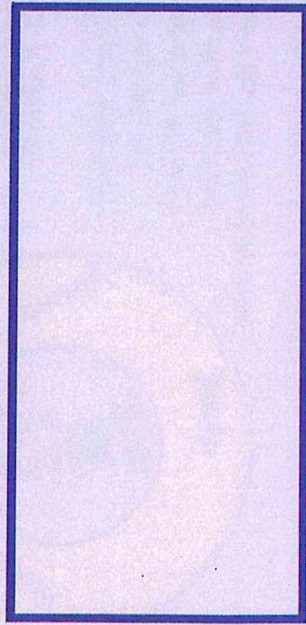
Use the words 'died and dead'.

If you use euphemisms such as 'gone to sleep' that can be scary for a child. They might become scared at bedtime because they might think they won't wake up or they might ask when the person or pet is waking up again.

Be mindful that children below the age of about 6 don't quite understand the permanence of death. They might ask when the person or pet is coming back.

Try to answer any questions as honestly as you can without causing distress to your child.

If you need further support contact:



Relaxation and fun things



Take time out to do relaxing and fun things with your child. It will be hard but sometimes doing things can help everyone to feel better.

- Plan an outing
- Have a movie night and make popcorn to share
- Go for a walk in nature
- Do some crafting or painting
- Have a takeaway delivered
- Go to your child's favourite café or restaurant
- Have a family games night and get the board games out
- Have hot bubbly baths and put in your child's favourite bath bombs.
- Visit friends or relatives

This will show your child that life does go on and you can still do fun things and enjoy yourselves.



For resources go to www.elsa-support.co.uk



ABOUT GRIEF

A guide for parents

What is grief?



Grief is an overwhelming sadness over a loss.

You may have had a pet die or a family member and your child is grieving.

How can you cope with this? How can you help? As parents we always want to take away our children's pain and that is totally understandable. Grief is something we all work through in time and we are all affected differently.

Children can show grief in lots of different ways. They might be angry, anxious, worried, scared, confused and a whole range of other emotions.

That is totally normal and expected.

Emotions will come and go like waves in the sea. Initially the waves are huge and crash down on them. In time they will get smaller and smaller until they only appear occasionally.

How can you help and what can you do to make things a little easier on them and on you. You are probably grieving too. There are things you can do.

Feelings



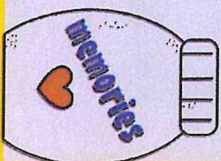
Help your child to express their feelings. Make feelings talk part of your every day life. Tell them how you feel and ask them how they are feeling. Children can struggle to put their feelings into words and they might show up in their behaviour.

Reassure them that their feelings are valid and understandable. Reassure them that their feelings will come and go and sometimes they might be big and sometimes small. Their feelings are NORMAL. Everyone has feelings when something terrible happens.

It is absolutely OK to have feelings.

To help express feelings you can:

- Ask them to draw how they are feeling
- Give them a journal to write in
- Make a memory jar of happy memories of their pet or person who has died. They can write things on pieces of paper and pop them in the jar to read later.
- They could write a letter to the person or pet that has died.
- They could make a memory bracelet with colour beads, each bead representing a happy memory.
- They could fill a heart with all the things they love about the person or pet who died.
- You could grow something together in memory of the person or pet that has died
- Paint a pebble together and put it onto the grave or even in a special part of your garden.



Routines and Support



Your child may show grief differently to what you are expecting. They may even seem happy at times. This is also normal. Children are resilient and can forget for a time. They can carry on as normal with their day. Those waves may crash later on.

Keeping to your normal routines helps your child to feel safe. Do things you would normally do as much as you can.

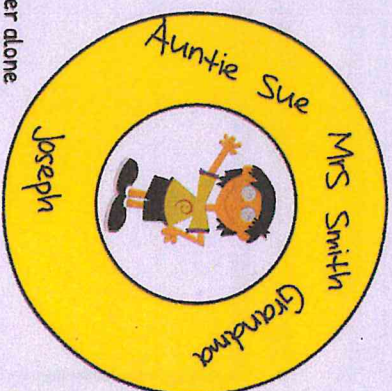
Going to school can feel safe but make sure you talk to school so we can help if we are needed.

Ask your child to think of people who are there to support them. You could make a list of those people. This will help your child to know that there are people who are there if they are needed. These people can help if their feelings get too big and you are not there to help. Draw a circle (circle of support) and your child can write their name or draw their picture inside. They can write the people on the outside.

It might be:

- A teacher
- An EISA
- A family member
- A friend
- A neighbour

This will help them to feel safe and cared for. There are so many people who can help. They are never alone





ABOUT EMOTIONS

A guide for parents

Empathy



Empathy is all about being able to understand and share the feelings of others.

It is about being able to imagine what someone else might be feeling. That often comes from having shared a similar experience.

For example a child who has had a pet die and was upset about it is more likely to be able to understand the feelings of someone else who has had a pet die. They can show empathy for that person because they have a good idea what that person is feeling.

Developing empathy is difficult for young children and comes with experiences and age. You can help your child develop empathy though by asking them to imagine how things might feel.

They can be encouraged to:

- Read the facial expression of others
- Imagine what might have happened for them to be feeling sad, angry, upset etc
- Can they imagine how they would feel if that happened to them
- To show kindness and help people who look sad, upset etc.

Teach them some ways to help such as:

- Can I help you?
- Shall I get an adult?
- Giving a hug if appropriate
- Asking 'are you ok?'
- Staying with the person, just by their side in case they need help
- Be a good listener and listen to the other person

Regulation

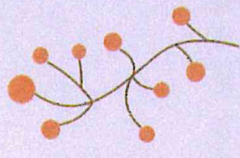


Emotional regulation is all about your child coping with the feelings they have. What do they do when they feel angry? What do they do when they feel sad? What do they do when they feel worried?

There are lots of calming and relaxing things they can do. Consider creating a safe space in your house for your child. This could be a little den somewhere where your child can go if they feel overwhelmed with emotion. Put some calming activities there that your child enjoys and can use. Make it together and explain how they can go here if they need to feel calmer.

Examples of things you could put in the safe space:

- Playdough
- Jigsaws
- Fidget toys
- Cuddly animals
- Warm blanket to snuggle in
- Lego bricks
- Crayons for angry scribbling
- Cushions
- Drawing and writing paper
- Mindful colouring



If you need any further support do contact...

Recognising Facial Expressions



It is helpful for your child to be able to recognise facial expressions for different feelings.

Is that a happy face?



Is that an angry face?

How do I show that I feel happy in my face? How do I show I feel angry in my face?

Is that person feeling happy? Is that person feeling sad?

There are lots of ways of practising facial expression recognition.

Look at characters in books



Look at actors on TV

Emphasise your facial expression to your child

Practise expressions in a mirror

Play a pairs game with feeling words and facial expressions

Use a camera to take photos of different facial expressions

Use a playdough mat and make different facial expressions.



Understanding, Labelling and expressing feelings



Can your child recognise why they feel their emotions? What triggered them? What is that feeling called? Do they feel sad because that has happened? What other word could they use for that emotion? Could angry be furious, annoyed, or livid?

Communicating feelings can be done in many ways.

Practise some scenarios with your child.

How do you feel when:

It is snowing outside?

There is a thunder storm?

What makes you feel:

Angry?

Sad?

Practise saying the sentence...

I feel _____ because _____



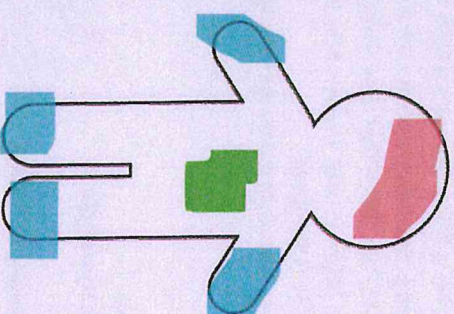
This will help your child to label that feeling and say why.

Try asking your child to express their feelings in different ways. It could be verbally, drawing, or even writing in a journal.

Physical feelings



Physical feelings are those sensations your child can get when they are feeling an emotion. It is helpful for your child to recognise those sensations in their bodies. They might complain of a tummy ache but that tummy ache might be linked to anxiety or a worry.



Talk to your child about the different sensations they can get that are linked to an emotion. Examples can be:

- Hot and clammy
- Fast breathing heart
- Fast breathing
- Tense muscles
- Tummy ache
- Feeling sick
- Dizzy
- Trembling or shaking

Draw a body shape like this one and ask them to colour in the parts where they have physical feelings.

Who to contact

If you think your child could benefit from ELSA sessions then please contact

Mrs Pearson ELSA
Lead

Tel. 01909 473223

Email: lpearson01@st-
annes.notts.sch.uk

St Anne's C of E
(Aided) Primary School
Harrington Street

Worksop
Notts
S80 1NQ

School Email website
address

www.st-
annes.notts.sch.uk

ELSAs can help with

- Loss and bereavement
- Emotional literacy
- Self esteem
- Social skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety
- Bullying
- Conflict
- Emotional regulation
- Growth mindset
- Social stories



For resources go to
www.elsa-support.co.uk



ELSA



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Mrs Pearson



What is an ELSA?



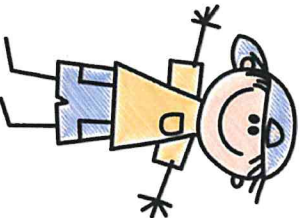
ELSAs are Emotional Literacy Support Assistants. They are a specialist teaching assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists.

An ELSA is a warm and caring person who wants to help your child feel happy in school and to reach their potential educationally.

Their aim is to build your child's emotional development and help them cope with life's challenges.

The ELSA will help your child to find solutions to any problems they may have.

Please do talk to the ELSA in your school if you have any concerns about your child.



Individual Session



Your child will be offered 6 to 12 sessions initially and they can vary in time, according to the age of your child

The ELSA will plan their sessions for your child very carefully. The session consists of several parts.

Example lesson

Emotional check in

This is an opportunity to talk about feelings.

Main activity

The ELSA will plan the activity to a learning objective. Something your child will be able to do at the end of the session that they cannot do now. For example your child might have low self esteem so the ELSA will work on your child's strengths. The ELSA will encourage your child to talk about their talents or personal characteristics such as 'kind', 'caring', 'helpful' or 'brave'. The child may then make something to reinforce those strengths.

Relaxation

Your child will be taught a relaxation exercise to help get them ready to go back to class.

Review

Your child will be able to reflect on the session and realise they have lots of strengths and talents which will boost their self esteem.

Group Session



Your child will be offered 6 to 12 sessions initially and they can vary in time according to the age of your child

The ELSA will plan the group sessions for your child very carefully.

Emotional check in

This is an opportunity to talk about feelings.

Warm up activity

A fun game or activity to help relax your child all of the children

Main activity

This is similar to the individual session but your child will be encouraged to work with other children. This helps with co-operation, social skills, friendship and gives a sense of belonging. A learning objective will be set for the group of children which they will all be able to answer at the end of the session.

Relaxation

Your child will be taught a relaxation exercise to help get them ready to go back to class

Review

Your child will be able to reflect on the session and talk about what they have learnt.

