



Start the Conversation | Re-Emerging in the Time of COVID-19 Activity Guide

In this guide you will find a list of activities that can be used to continue the conversation and support the themes explored in the Re-Emerging in the Time of COVID-19 video. These activities can be practiced at home, in the classroom, in childcare centers, at the park, and in other community spaces and can be modified to support a wide range of ages. Choose what activities you feel are best for you and the young people in your life!

Activities to Support Children Through Change and Transition:

- **Likes & Dislikes**

When Covid hit, a lot changed. Some of those changes were really hard, but some might have actually felt pretty good! Make a list with your child of the changes you both liked and the changes that you didn't. Review the list as a group (family, classroom, ect). Which of the changes that you liked can you keep? Of the things you didn't like, what can you do differently? If you can't change it, how can you adjust?

- **Make a Routine!**

Change makes things out of control. We know that we can't change change, but we can take care of ourselves when (and before) it happens. Making routines with your young people that can stay consistent help offer a sense of stability while other things are changing. Ultimately, this supports our young people in being flexible.

- **Where Will You be Today Picture**

This activity can help ease separation anxiety for your child by helping them imagine where you are and what you might be doing during the day. Before the time comes where you will be away from each other, take some time to each draw a picture of where you might be and what you might be doing the next day. You could separate pictures by time or activity. For example, a grown up might draw a picture of them at work and say "In the morning while you are doing circle time, I will be sitting at my desk like in this picture". Share your pictures with each other and discuss the things that will happen in your day and how you feel about them. This may open up additional conversations and provide grown-ups with opportunities to support their young people through future moments.

- **Recalling Resilience**

We have all done hard things before and remembering that can help us get through the next hard thing! Ask your young person:

- When have you done hard things before?
- What did you learn?
- How can you use what you learned then, now?
- We have done hard things before and we can do it again!



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- **Get Physical**

Moving our bodies in ways that feel good and offer opportunities for play are crucial tools for being able to self-regulate throughout the day. How can you incorporate movement and play into your young person's day? Try making it a part of the routine. Can you walk or race home? Have a 15 min dance party? Join a sports team at school?

- **Lunch Date**

Figure out what time lunch is held when your child is at school. Then, make a lunch date! Don't worry, you don't have to join your child for lunch! Instead set a time and a special action or thought that you and your child will both do. For example, "When you are having lunch at 12:05 today, I will blow you a big kiss and you can blow me a big kiss at the same time." This helps children feel connected to you during the day and may help ease transitions.

Classroom Activities and Practices for Educators:

- **Break Corner**

If a young person is overstimulated or struggling with transition/change in a moment, sometimes the best way to move forward is to take a pause and give that young person the opportunity to process. Set up a break corner in your classroom where students can choose to take a set amount of time to take care of themselves in the way they need. You can put sensory objects, stuffed animals, books, crayons and other soothing objects in the corner.

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Educators can create classroom schedules and post them in the classroom. Help students navigate their day by referring to the schedule and checking off activities after they are completed. If school transitions from online to in person or in person to online, the classroom schedule might be something that can stay consistent!

- **Give Choice**

So much is being changed *for* our young people, so when possible offer your young person a choice. For example, let your young person choose between 2 ways they can travel to school: would you like to walk or ride your scooter? Or Would you like to read for quiet time or color? After choices are made, reflect with your young person: How did this make you feel? Would you want to do this again?



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Activities to Support Covid Safety Protocols:

- **Hand Washing Song**

The CDC recommends washing your hands for at least 20 seconds. To help young people time themselves, create or choose your own hand washing song! You can make up a 20 sec song or choose 20 sec of your favorite song to sing while washing!

- **Practice Mask**

If your young person is not a practiced mask wearer, start practicing by wearing your mask at home for set amounts of time. Start with a few minutes and gradually increase the time. Perhaps your child wears their mask while watching an episode of TV or even while watching a movie. Introduce the mask in moments of comfort to help your child get used to the object.

- **Keep Learning**

We are learning new things about COVID-19 every day, so it is important to keep learning. Adults should keep themselves up-to-date and share important information with their young people in developmentally appropriate ways. One way to do this is with [Brainpop videos](#), they have a special covid page and provide accurate and child friendly resource videos on a wide range of topics. Make sure to watch any video you plan to share with your young person yourself first!

Activities from the Video:

- **Breath**

Deep breathing exercises help our brain feel like everything is A-okay.

- *Butterfly Breath* - Stretch your arms out in front of you, bring your hands together and take a deep breath in through your nose while you lift your arms above your head. Hold your breath and open your arms above your head. Breath out through your mouth while you lower your arms.
- *Box Breath* - Breathe in for a count of 4. Hold your breath in for a count of 4. Breathe out for a count of 4. Hold your breath again for a count of 4. Repeat. You can also trace a box with your finger while you breathe!
- *Candle & Flower* - Take a deep breath in through your nose like you are smelling a flower. Breathe out like you are blowing out a candle!

- **Grounding**

- With eyes open or closed, name three things you can see/hear/feel/smell in the space you are in.

- **Move**

- *Squeeze & Release* - squeeze every muscle in the body and then release!



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- *Shake Out* - Shake your body in any way that feels good!
- *Child's Pose* - on the floor, on your belly bring your knees into your chest, bottom to your heels, reach your arms out and bring your forehead to the floor. Breath into your belly and back.
- **Quiet**

When things are changing and I start to feel foggy in my brain. I like to close my eyes or look down at the floor and imagine something or somewhere that makes me feel calm. Let's try it together:

 - Close your eyes and imagine your favorite place in the world. What do you see, hear, smell, feel, taste? Take a few deep breaths - open your eyes. How are you feeling now?

Final Tip:

- **Be Honest and Transparent**

Things will change, be upfront about the potential change with your young people from the beginning or as soon as you can. This helps students feel prepared instead of surprised.