



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Children's Disability Services
Johnstown Business Park, Waterford

**Supporting children and young people with
additional Needs during COVID-19 pandemic**

The current situation will be unfamiliar and challenging for children and families, whilst schools are closed and we are advised to self-isolate or socially distance ourselves from our friends and family. This information pack aims to support parents of children with additional needs during this time and will hopefully make things a little more manageable.

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A. Psychological Wellbeing for Parents/Carers:

To take care of our children, parents and carers must take care of themselves. This is even more important in times of increased stress such as the current crisis we are all experiencing. It is a time of huge uncertainty and change for everyone and affects how we live every day. Feeling worried is a normal reaction to something that feels threatening. We are human beings and when we feel under threat, our survival instincts kick in and we spend time thinking about the dangers. *The key thing is to accept these as a normal response and let them pass.*

Four Key Routines for Psychological survival:

In general there are four key routine areas: **sleep, social, exercise** and **food** that give us the potential for not only psychological survival but give us the possibility of enhanced psychological well-being. All four areas are equally important. If any of the four are neglected or if we do too much of any one of them then it will knock us off balance and it will be harder for us to cope with the challenges of everyday life, never mind the enormity of COVID-19.

SLIGO LEITRIM MENTAL HEALTH SERVICES
OCCUPATIONAL THERAPY

LOOKING AFTER YOUR MENTAL HEALTH WHILE SOCIAL DISTANCING

Routines

Establish a daily routine - routines provide structure and purpose.

Have a time for getting up and going to bed.

Get out of PJs and into comfy day time clothes.

Try and have a mix of work/productive, leisure and self care throughout the day.

Write out a daily plan if you find that helpful.

Set a goal for each day.

Adapt

Think about your usual daily activities, what parts of these do you enjoy- can they be adapted?

E.g. usual gym class is not running - can you follow along a class online.

You like to meet friends for coffee - Can you call them on loudspeaker and have a coffee at the same time?

You go to a book club can you set up a facebook/whatsapp group to discuss the book.

Connect

Connect with family/friends/community mental health team usual health care supports.

Use social media for good and connect with people with shared interests.

Write letters/send postcards

Use only trusted news sources such as government or HSE websites.

www.hse.ie
www.gov.ie
www.who.int

Disconnect

Take a break from watching the news/ using social media if you are finding it overwhelming.

Decide on a specific time to check on latest updates or important information.

Mute/unfollow social media accounts who are spreading "fake news".

Inside Activities

Leisure -

Art/drawing/colouring-in, crafting, sewing, knitting, baking, exercise classes online, reading, creative writing, talking on the phone.

Self care - make a meal, have a shower, deep breathing exercises, use sensory strategies

Productive - tidy a

drawer/cupboard, restyle clothes, do jobs you have been putting off in the house, research options for up-skilling or learning something new.

Useful resources

Communication: Whatsapp, Viber, facetime, facebook messenger.

Leisure Activities: Youtube - exercise classes, craft classes.

Library apps - to access magazines use RBdigital, to access books use - Borrowbox

Productive/Educational -
www.Futurelearn.com
www.coursera.com
www.udemy.com

B. Managing Anxiety:

The very existence of COVID-19 and how much it is now a constant on our news, social media and conversations means that there is a strong likelihood that we will be experiencing a wide range of challenging feelings with the following being the most likely: *Anxiety, frustration, anger, irritation and boredom*. On a positive note, many families are enjoying the *downtime*, e.g. not having to attend appointments and enjoying the time as a family.

Most of the above will be normal reactions to trying to manage the realities of the stress of COVID-19.

What makes it extra difficult is that the degree of uncertainty that exists about how long this will go on for or how serious it could get for each or us and our loved ones.

The challenge for all of us is differentiating between symptoms of anxiety (*upset tummy, tension, aches, pains, increased heart beat, shortness of breath*) and then miss-interpreting those as being signs of COVID-19. It's not unexpected for us to catastrophise and think of the worst outcome when we feel any physical symptoms in our body.

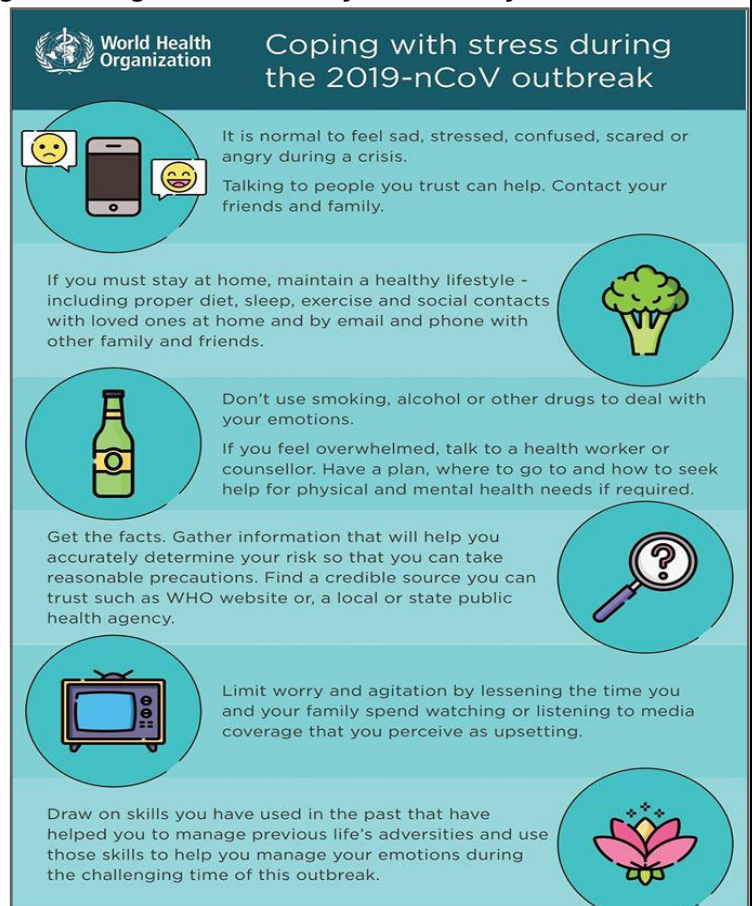
Our team emphasizes that **Calm begets Calm**. Worry can also beget worry. The calmer that we feel, the calmer that the kids feel. At this time, our children need us to lend them our calm (not our chaos). Here are some ways you can take intentional steps to look after your physical and emotional wellbeing during this challenging time.

Manage what is in your control:

When many things feel uncertain or out of our control, one of the most effective ways we can manage stress and anxiety is to **focus on the actions that are in our control**.

Prepare to Self-Care:

Self-care is key to calming ourselves so we have the resources (brain power!) to care and support others. We would recommend trying to implement structure, routine, and consistency to your life as well as those you care for!



World Health Organization
Coping with stress during the 2019-nCoV outbreak

- It is normal to feel sad, stressed, confused, scared or angry during a crisis. Talking to people you trust can help. Contact your friends and family.
- If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.
- Don't use smoking, alcohol or other drugs to deal with your emotions. If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.
- Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.
- Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.
- Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.

CALM DOWN WITH TAKE 5 BREATHING



How do you feel now?
Are you calm or would you like to take another 5 breaths?

1. Stretch your hand out like a star.
2. Get the pointer finger of your other hand ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.

Keep going until you have finished tracing your hand.

Mindfulness:

The three main principles of mindfulness are:

- Being in the present moment
- Noticing and increasing our awareness of what is going on
- Placing no judgment on our experience

Watch "5, 4, 3, 2, 1 Grounding with Dr. Helen Williams" <https://youtu.be/bJHupiDtJKA> is a good example of grounding back into the moment.

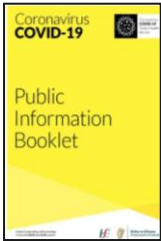
Breathe:

Take a Breathe! Breathing exercises help reduce feelings of arousal, physical tension and help ground you and slow things down.

C. Support Understanding:

When your world is very chaotic and confusing, there is a lot of uncertainty, which leads to anxiety. Children and young people with additional needs require a very concrete, literal and predictable world to feel secure. Something can have a specific meaning in one situation and mean something totally different in another. For this reason, many children have a strong need to control all activity and interaction around them. To help deal with this insecurity and anxiety, we have to try to decrease the uncertainty in their lives as best we can. The following strategies can help do that:

Providing accurate and easily understandable information about COVID-19



Children and young people may have varied levels of understanding about the COVID-19 virus, how it spreads and how to reduce risk of exposure. There is loads of information in the internet about Corona virus. Please obtain information from reliable sources such as the Government, Health Service Executive (HSE)

<https://www2.hse.ie/coronavirus/> and World Health Organisation (WHO) website for valid and up-to-date information.

Provide Easy-read information:

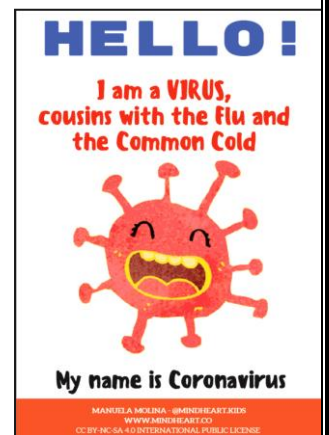
Describe the virus and current situation (e.g. closures, social distancing) in concrete language and terms. To support and reassure children under the age of 7, the #COVIBOOK (<https://www.mindheart.co/descargables>) helps to increase a child's understanding.

HSE has also developed some comic series to prepare children and young people for the COVID-19 test:

<https://www.hse.ie/eng/services/news/newsfeatures/covid19-updates/partner-resources/>

ROBERT explains the Corona virus to children | PLAYMOBIL :

<https://www.youtube.com/watch?v=5DI0GKpMNs4>



COVID-19

Right now, lots of people are getting sick with a virus.

Doctors and leaders are working hard to keep everyone

healthy. I need to help keep myself safe and healthy too.

School is closed so students and teachers can stay

healthy. While school is closed, it is important for everyone to stay home and not visit other people. While I

am at home, I can play, look at books, and learn. I also

need to wash my hands a lot with soap and water. This

will help keep me and my family healthy.

Social Stories and Corona Virus:

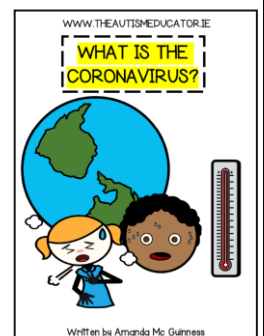
Social stories are another useful tool to help explain regarding Corona virus to children and young people with additional needs. Social stories include visuals to support understanding of a situation.

Carol Gray has created an online social story to help children around the world understand Corona virus. It can be accessed here:

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus-1.pdf>

The link below is another social story on explaining Corona virus to children:

<https://littlepuddins.ie/coronavirus-social-story/>



D. Maintain Routines:

Individuals with additional needs may cope best when daily routines are only minimally interrupted and they require a very concrete, literal and predictable world to feel secure. Routines can provide increased comfort and may allow them to better express their feelings related to changes.

Combining the stress of the COVID-19 related changes with the addition of changed routines could potentially increase the level of insecurity and anxiety in their lives. Important routines to maintain include:

Build structure into daily routine:

The more structured and predictable the daily routine is, the less uncertainty there is for the child. It helps the child to feel secure and reassured. Due to school closure, children's routine has changed, it may be necessary to create new routines during this time (COVID-19 period), as there are many new demands for the caregivers-possibly homeschooling for the first time, continuing to work in/out of the home, and/or caring for multiple children or other family members. Several new routines that may be helpful are described below:



Home Learning Schedule			
	breakfast		learning time
	exercise		life skills
	shower / hygiene		tech time
	learning time		dinner
	lunch		quiet activity
	free time		bedtime

Breezu Special Ed

Using Alarms:

Set different alarms throughout the day. Keep the same ones every day to create a routine. You can use different songs to mark different points in the day e.g. start the morning routine with a good morning song.

Vacuuming	
<input type="checkbox"/>	Clear floor.
<input type="checkbox"/>	Get vacuum cleaner.
<input type="checkbox"/>	Unwind cord.
<input type="checkbox"/>	Plug in.
<input type="checkbox"/>	Turn cleaner on.
<input type="checkbox"/>	Vacuum carpet.
<input type="checkbox"/>	Turn cleaner off.
<input type="checkbox"/>	Unplug.
<input type="checkbox"/>	Wind cord.
<input type="checkbox"/>	Put vacuum cleaner away.

Household Chores/daily living skills:

Taking part in structured household chores and routines is a recommended strategy to support children and young people coping with stress related to COVID-19.

Some individuals may need additional supports, such as **task analysis**, to be able to take part in and/or complete these activities. In this process the complex task is broken down into smaller steps or components.



Sleep/wake Routines:

Maintaining physical health is key for all family members and ensuring proper sleep is an important contributor. If you are worried about your child's sleep, keeping a **sleep diary** will help you get an accurate picture of your child's sleep patterns. This can be helpful in identifying possible reasons to why your child is having difficulties sleeping.

What can be done to facilitate healthy sleep?

	DO...	AVOID...
<p>1) A good night's sleep starts in the day There's a lot you can do during the day to help your nighttime sleep - making your bed in the morning, doing daytime physical exercise, and getting some sunlight can all help. Daytime naps should be limited to 30 minutes maximum. Avoid alcohol, caffeine, nicotine and rich foods in the evenings.</p> <p>2) Protect your sleep space Try to make your sleep space as calm and uncluttered as you can. It also helps if your bedroom is dark and cool. Your bed should be used for sleep and sex only, so keep other activities like working from home out of the bedroom wherever possible.</p> <p>3) Switch it off Looking at mobile phones and other electronic devices at night disrupts sleep, particularly during times of high anxiety and increased news traffic. Try to stay off your phone for at least one hour before bed, and use functions such as 'do not disturb' to minimise nighttime disruption.</p> <p>4) Get into a bedtime routine Try to establish a regular bedtime and a nightly relaxation routine. This could include having a warm bath or shower, doing some gentle stretches, reading a soothing book, or practicing a relaxation or mindfulness exercise. Try to avoid upsetting conversations or news during your relaxation period.</p> <p>5) Write down the worries If you're finding that particular worries are keeping you up at night, it can be helpful to make a 'worry time' deal with your mind. Write down your worries in a notebook by the bed and agree that you'll think about them in the morning - things tend to feel a lot less scary in daylight.</p> <p>6) Relax your mind Holding on to frustration and tension will not help you sleep. Try practicing deep breathing and mindfulness exercises to help your mind switch off ('Body scan' and 'Leaves on a stream' are great exercises to start with and are widely available online).</p> <p>7) Practice kindness During times like these, we all need some extra love and support. Focussing on feelings of love and compassion can help to trigger your body's relaxation processes, so be kind to your mind, and send love to those around you.</p> <p><small>Compiled by Clinical Psychologist Dr Rose Stewart Sources: sleepfoundation.org, https://www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/ The Compassionate Mind Foundation</small></p>	<ol style="list-style-type: none"> 1. Have a light snack 1 hour before bath time. 2. Take a bath—warm water to calm muscles. 3. Put on pyjamas—especially keep feet warm; snug is relaxing for some, loose for others. 4. Brush teeth — with warm/tepid water to rinse and go to bathroom/potty. 5. Make sure room is quiet and at a comfortable Temperature— better cooler than warmer. 6. Read/ look at or listen to a book or music in the “womb” area enclosure. 7. “Unwind” 30 minutes before going to bed. 8. Say good night and leave, being sure child appears to feel safe and secure. 	<ol style="list-style-type: none"> 1. Stimulants: such as Foods e.g. caffeine & sugar (especially carbonated sodas) at least 4-6 hours before bed. 2. Stimulating activities: 1-2 hours before bedtime e.g.-exercise, running, jumping, rough play, TV shows, loud/fast music, etc. 3. Electronics: Keep 5 ft. or more away; images linger [Television, computer & other screens]. 4. Sensory distractions at night in/outside room. 5. Heavy meals 2 or more hours before bedtime; do not be stuffed or starved before going to sleep. [Begin planning for sleep at dinner time.] 6. Over or Under Dressing depending on room temperature. 7. Frequent interruptions to the bedtime routine. 8. Lying down with your child as a regular part of your bedtime routine or using the bedroom as a “time out” area for punishment. 9. Picking up your child if he or she continues to call or fights going to sleep. Reassure him or her that you are nearby. 10. Quieting crying with food, a bottle or drink in bed...could stimulate awakening or bedwetting, create poor oral hygiene, promote tooth decay and affect bite formation. <p>NOTE: Check with a dentist about this and the prolonged use of a pacifier.</p>

Don't forget your own sleep routine too!

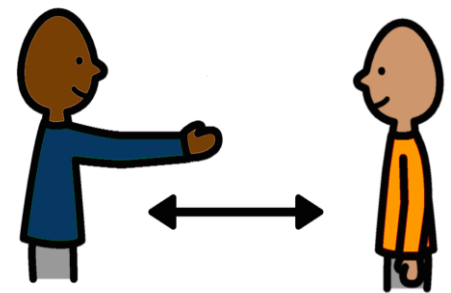
Hand washing:

<p>HSE: How to properly wash your hands https://youtu.be/lsgLivAD2FE</p>	<p>Hand washing tips for people with Sensory difficulties https://www.sensoryintegration.org.uk/News/8821506</p>
<p>HSE: Handwashing for Children Video https://youtu.be/EfQvLT0sKNc</p>	<p>Baby Shark Hand washing song: https://www.youtube.com/watch?v=kiWnA30gLZk</p>

Hand Washing

Social Distancing:

The Government has asked us to maintain “social distance” and “not emotional and human distance”. Therefore, while maintaining the physical distance, let the children talk to friends/family members/teachers using phone/online mediums (Skype / Zoom / WhatsApp / Facetime etc.). According to Dr. Stephen Porges “The value of hearing someone’s voice or seeing someone’s face is powerful to our nervous system” and this would help us to co-regulate during this crisis situation.



Here is a video clip story to help your little ones understanding on social distancing:

https://www.youtube.com/watch?v=DA_SsZFYw0w



Using a Visual Schedule:

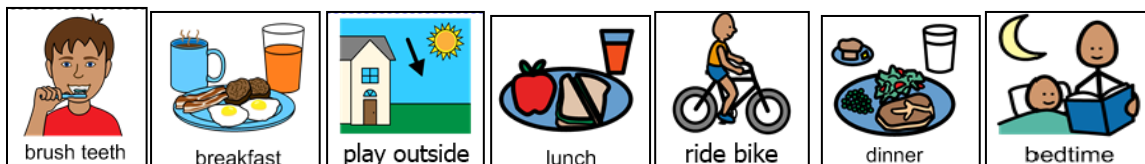
If possible, provide visual (**pictures** or **written**) schedules so children can see what is coming up next and what they are doing. This provides predictable order to their day. These visual schedules provide a nice detailed path to follow. It lets them know what to expect and when to expect it. This alone can drastically reduce anxiety.

Visual schedules

A visual schedule uses pictures and symbols to demonstrate what activities will occur and in what order. We all tend to thrive on routines and children with additional needs especially respond positively to having structure. Structure enables them to be able to organise and predict events that will be occurring throughout the day/week. This can help to reduce anxiety levels of children with autism and/or learning disabilities. When feeling anxious it can be difficult to take in and hold onto any verbal information so having things presented in a simple visual format can also help to relieve this anxiety.

Visual schedules can be used to map out the activities of a day or even a whole week for a child, or can simply be used to show the process of a single activity such as brushing your teeth or getting ready for bed. Samples are available to download from various sites online such as <http://www.do2learn.com/picturecards/printcards/>.

However, you can also use your own photographs of places you regularly visit with your child. Visual schedules can be particularly useful for weekends or school holidays when there may be less of a routine than the child may be used to having at school. It may be useful to have the pictures on Velcro or stuck down with blu-tac so that your child is able to remove it from the schedule once the activity has been completed.



Daily Schedule Example

Task	Done
Wake Up	
Brush Teeth	
Get Dressed	
Eat Breakfast	
Read (30 minutes)	
Exercise (30 minutes)	

Transitioning between Tasks:

Children with additional needs often have difficulty switching their brain activity between different tasks. They do much better if they have warnings or reminders when the one activity is ending and another is beginning, especially if the current activity is a favourite activity. To ease transition difficulties try to:

- ✓ ensure that the child always knows what will be coming up next (e.g. watch TV then bath)
- ✓ Give the child five, three, and one-minute reminders that the activity is going to end and they will move on to the next activity. Use timers if it helps.



This way their brain is prepared for what is coming up next, and the reminders help bridge the transition. This is particularly useful for limiting time spent on tablets – there are some apps available that allow you to control this from your phone, e.g. *Screen time*.

Using First & Then Cards:

Shows the child what to do and what the reinforcer or preferred activity will be when they finish.



When to use:

- ✓ Use as a visual support for transitions.
- ✓ Use to show a reward or activity that may motivate a child to engage in a less preferred activity.
- ✓ Use with children who ask for reinforcers or preferred activities often.

How to use:

Show the child the first/then card, point to the two symbols, and say “First (Activity 1), then (Activity 2)”. If the child resists or gets off task, show them the card again and repeat this phrase. When the first activity is done, show the child the first/then card again and say “(Activity 1) finished!” while pointing at the first visual on the card. Then point to the second activity and say “Now, (Activity 2).”

Begin Activity 2 immediately.

Tips:

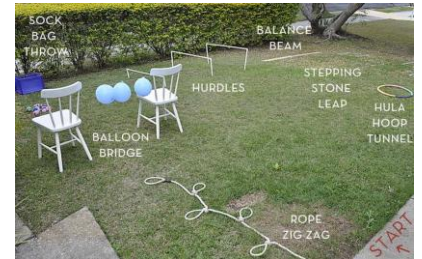
This tool is only effective when Activity 2 is either one of the child's reinforcers or a more preferred activity. It is important that Activity 2 be started right after Activity 1 is finished, or the child will not understand that finishing Activity 1 is what allowed them to do Activity 2. The “Now” activity should not move to the “Next” activity upon the completion of the less preferred activity. It is a motivational tool for building behavioural momentum through less preferred activities.

E. Self-Regulation in Children:

Self-regulation is the ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining wellbeing. Young children's capacity for self regulation is limited. At an early age they require attuned, responsive adults to offer **co-regulation**. Due to the COVID-19 pandemic children and young people may be feeling stressed, overwhelmed and may struggle to adjust to the changes in their daily routine. Please note that children's self regulations are also impacted by their emotional, cognitive and social demands. The following regulatory sensory-motor activities may be useful for these children from their physical perspective.

1. Obstacle Courses:

Set up an obstacle course in the garden or indoors using household items and toys/play items; stepping stones, hula hoops, trampoline, balls, balance beam/skipping ropes, tunnel/blankets and incorporate lots of opportunities to climb over, crawl under, jump, walk, run between items. Encourage your child to carry/punch objects as part of the obstacle course.



Indoor obstacle course ideas: <https://youtu.be/0vLvoEXLApA>

2. Den building:

Use blankets, throws, tarps etc to build as these create a cosy/quiet space and reduce the amount of sensory input your child has to process. You could have a picnic in the den with crunchy and chewy also foods which are regulating. Does some drawing/colouring, play connect 4 and use quiet squeeze toys or theraputty-pinch, roll or hide treasures in it.



3. Heavy Work Activities:

Any activities that involve pulling, pushing, carry heavy objects provide regulating proprioceptive input. Some ideas include: gardening activities – digging, carrying a watering can and pushing a wheelbarrow, tug of war (try it kneeling down), cycling, helping with housework (pushing out the bins, carrying the laundry basket, washing windows), row row your boat song, door pull-up bars, wall push-ups or chair push-ups.

4. Animal Walks:

These are great to do with music or instead of running/walking. Encourage your child to think of other animal walks- kangaroo, bunny, frog, giraffe, snake

Crab Walk: Get into a position where you are on your hands and feet with your stomach facing the ceiling. Walk sideways, forwards and backwards. Try a game of crab football!

Seal: With your feet pointing out, drag yourself around the floor with your arms.

Duck walk: crouch down and hold your ankles, waddle forwards

Bear Walk: Walk bent over on all fours. Move right hand and right foot, then left hand and left foot.

Donkey Kicks: Drop to a squat position. Place the palms of the hands on the floor, between the knees. Bear weight on the hands and kick the feet backward vigorously. When the feet hit the ground, stand erect and take two steps forward. Repeat the sequence.

Wheelbarrow Walking: Hold your child at his hips or knees while he walks on his hands (when your child is strong enough hold at his ankles). Set up a target for your child to walk towards.



F. Indoor Play Ideas:

Children have a full time occupation. It's called **PLAY!** Find out play activities with your child that are suitable for their developmental level and not their chronological age level, this will ensure that playtime is as much fun as possible!

Children learn by doing and doing is noisy, untidy, messy and unpredictable.



Tips to remember:

- Create a daily schedule for morning and afternoon activities.
- Where possible give your child / adolescent choice of activities to do
- Try to limit all screens to 2-3 hours per day. Use it when you need it.
- Get outside as much as possible, while adhering to social distancing advice
- Encourage your child / adolescent to practice life skills during the day.

Play ideas:

- | | | |
|--|----------------------|-------------------------|
| ○ Blowing bubbles | ○ Basic chase games | ○ Building blocks |
| ○ Blow balloon and let it go | ○ Jigsaws / puzzles | ○ Hide and seek |
| ○ Water play / play-doh | ○ Painting/colouring | ○ Cause and effect toys |
| ○ Card games | ○ Simon Says | |
| ○ Board games / turn taking games, e.g.: connect 4, ludo, snakes and ladders | | |

Imaginary Play ideas:

Playing out daily routines and experiences can help your child to feel safe during this time when a lot of their normal daily routines have changed.

- Feeding and caring for doll /teddy
- Have a tea party
- Play shop
- Play school
- Play Postman



Ideas to Practice Life skills:

- Separate laundry by colour
- Fold clean laundry
- Set the table
- Clean their bedroom
- Help prepare meals
- Prepare small snacks
- Wash up



These are just some ideas which may be useful to do with your child / young person where the focus is on fun as well as learning new skills!

G. Exercises for home:

Physical activity reduces anxiety and enhances mood. Physical activity is also very important for emotional wellbeing and most children with additional needs rely on movement to regulate. Maintaining physical activity when stuck indoors is a huge challenge for both you and your children. The following physical activities may help children, young people and yourselves during this situation.

Activities to try at home:

- ❖ Star-jumps/ jumping jacks
- ❖ Hopscotch
- ❖ Balancing on one leg
- ❖ Catching and throwing ball
- ❖ Hoovering and mopping

There are free live fitness and dance sessions available online to foster a sense of fun, purpose, structure and connection:

Fitness sessions from Joe Wicks: www.thebodycoach.com
<https://www.youtube.com/watch?v=rN0h6EZd6TM>

Fitness sessions from Jump Start Jonny: www.jumpstartjonny.co.uk
<https://www.youtube.com/watch?v=9IfDvMvjO1E>

Dance sessions from DDMIX: www.diversedancemix.com

Dance sessions from Oti Mabuse: <https://www.youtube.com/watch?v=y0RGGDusyKI>

Cosmic Kids Yoga: www.cosmickids.com
<https://www.youtube.com/watch?v=R-BS87NTV5I&vl=en&app=desktop>

Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS IN A BAG OR BASKET. CHECK THE BOXES AS YOU FIND EACH ONE.

- A TOY WITH WHEELS
- A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- A PAIR OF MATCHING SOCKS
- 4 THINGS THAT ARE GREEN
- SOMETHING VERY SOFT
- A TOY SMALLER THAN YOUR HAND
- SOMETHING ROUND
- A BOOK WITH NUMBERS IN IT
- 5 LEGOS THAT ARE ALL DIFFERENT
- A PHOTO OF SOMEONE YOU LOVE
- AN ITEM YOU CAN SEE YOURSELF IN
- AN ITEM THAT MAKES YOU FEEL COZY
- A TOY THAT HAS 3 DIFFERENT COLORS
- A MOVIE THAT HAS "S" IN THE TITLE
- YOUR SNUGGLIEST STUFFED ANIMAL

Ready for snack? Make sure everything gets put back where it belongs!

Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS IN A BAG OR BASKET. CHECK THE BOXES AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything gets put back where it belongs!




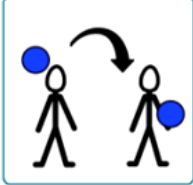
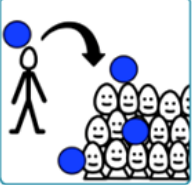


Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive






H. Education Resources:

As the schools are closed, Department of Education has developed resources for parents and children to cope with COVID-19 and there are play ideas for indoors and outdoors:

<https://ncse.ie/online-resources-for-parents>.

School is closed

				
School is closed because of the Coronavirus.	Coronavirus can pass from one person to another.	Coronavirus can pass more in big groups.	It is best to NOT be in a big group.	We have big groups at school.

				
So school is closed.	I will stay home for many days.	My family and my teachers want me to be safe.	When it is safe, I can be in big groups again.	When it is safe, school will be open again.

The information in this pack has been compiled by the members of the disability team, Waterford Community Services.