

BREDILAND



BREDILAND PRIMARY SCHOOL

Focus on Health Week



Guide for Parents

Things aren't easy at the moment. Spending lots more time in the house is hard and having children at home to look after can add more of a challenge. Add working from home, job worries, trying to keep the wee ones entertained, all while dealing with the thought of you or family getting ill, it's no wonder parents are getting stressed and anxious.

While we're all focused on our physical health just now, it's just as important that we look after our mental health. There are things you can start doing to try and look after yourself. And remember, this is something we are all going through, and there is support out there. We've put together this advice to try and help you cope.

Top Tip #1: Keep Active

Exercise is good for both your mental and physical health, so try to keep moving outside and at home. You can even get the children involved by doing an online workout. Exercise is good for both your mental and physical health, so try to keep moving.

Top Tip #2: Keep in Touch

Just because you can't visit friends and relatives doesn't mean you can't keep in touch. Everyone is in the same boat and regularly speaking to loved ones will remind you that you're not alone. Video calls are the next best thing to meeting up, so why not try that?

Top Tip #3: Keep a Routine

Your daily life might be different for a while but it is still good to have a routine. Getting a good night's sleep is important so going to bed and getting up around the same time each day can help your emotional wellbeing. Keeping meals to their normal time can also add some structure to your day. Making time to tidy up each day and to do other household chores will help while stopping housework getting on top of you.

Top Tip #4: Turn off the News

It is important to keep up to date with what's going on, but too much news could negatively affect your mental wellbeing. Stick to trusted sources like the Scottish Government or NHS Inform websites and maybe set a time during the day to check. Constant social media updates can feel overwhelming too, so maybe switch off in the evening and do things that relax you instead.

Top Tip #5: Make a Plan

Making a meal plan for the week can make things a little easier, especially if you don't have your usual food in the cupboards. It can also help the family eat more healthily. Too much junk food might feel comforting in the short term, but won't make you feel better in the long run. Planning your activities can help take the pressure off as well. Why not get the whole family involved to help plan the week ahead?

Growth Mindset

What is a growth mindset?

Children (and adults!) with a **growth mindset** believe that intelligence and abilities can be developed through effort, determination, trying different strategies and learning from mistakes.

On the other hand, people with a **fixed mindset** believe that intelligence and abilities are fixed traits; something that you are born with and that you can't really do anything about.

How do the different Mindsets develop and why are they important?

Most babies are excited to learn. However, as soon as children are able to compare themselves to others, some will stop focusing on learning and will instead focus on performance; they want to look good in front of others and more importantly, they want to feel like they are the best.

According to someone with a **fixed mindset**, if you fail at something, make a mistake, or even have to put effort in, it must be because 'you're just not good enough'. Because of that belief, children begin to avoid challenges and choose activities that they find easy. People with a **fixed mindset** feel as if they have no control over their abilities, and are helpless in the face of difficulties and setbacks. They begin to feel disheartened if they find something difficult, which can lead to low self-esteem and a developing sense that there is 'no point' in trying.

People with a **growth mindset** think very differently. They believe that they can get better at something by practising, so when they're faced with a challenge, they become more and more determined to succeed, wanting to persevere and overcome knockbacks. They tend to feel as if they're in control, and are not threatened by hard work or failure. Although no one likes failing, children with a **growth mindset** do not let failure define them; instead, they use setbacks to motivate them. Children encouraged to adopt a **growth mindset** enjoy challenges and the sense of achievement they get when they succeed. Researchers have found that building a **growth mindset** helps children at school; making them more motivated, more engaged in the classroom and likely to receive higher marks and greater rewards from their work.

How can I help my child to develop a Growth Mindset?

Set high expectations for your child

Having high expectations works like a self-fulfilling prophecy. It shows that you believe they can do it, which in turn has a positive impact on their own beliefs, behaviour and outcomes.

Encourage children to be resilient and not give up

Help your child to believe that challenge is a positive thing because it means they are growing their brains! This can help them to be comfortable with the times that they struggle and means that they see this as a sign of learning.

Celebrate mistakes!

The fear of making mistakes can stop children from giving something a go in the first place. If we are not making mistakes then we are not stretching ourselves.

Use inspirational role models:

Think about your child's favourite athlete, musician or teacher and talk about their journey to success.

It's never too late to change your mindset, anyone can develop a **growth mindset**. It seems that the trick is to be open with children. If you are going to change the way you praise your child or the type of behaviours that you encourage, let them know why you are doing it. Tell them all about Growth Mindsets.

In school, we learn about Growth Mindset through Class Dojo. The Mojo Show, featuring the Class Dojo mascot 'Mojo', explains Growth Mindset to children through short, fun videos. These can be found on YouTube.



What Kind of Mindset Do I Want to Have During COVID-19?

|  Problem |  Fixed Mindset |  Growth Mindset |  Innovation Mindset |
|--|--|--|---|
| Covid-19 is making people sick all over the world. | I am scared and worried about what is happening. It is out of my control. | I can stay well-informed about the situation to understand how it impacts on me and my family. | I can use the information I learn to make the most of this situation. |
| Schools are closed and children are learning from home. | I can't learn if I can't go to school. | I can keep learning if I put in the effort and stay motivated. | I have a unique opportunity to learn new skills and try something I've never done before. |
| We are all being asked to practice social distancing. | I have to stay indoors and do nothing. | I can find new ways to do things if I try. | Social distancing gives me the opportunity to help people do things differently. |
| We can't do activities in groups. | I can't see my friends or do fun activities with them. | I can stay connected with my friends if I put my mind to it. | I can help people stay connected using technology in innovative ways. |
| There are many problems caused by Covid-19. | The problems are too big for me to solve. I can't help. | I can help solve problems if I work hard and learn from others. | I can design a solution to a problem caused by Covid-19. |



About



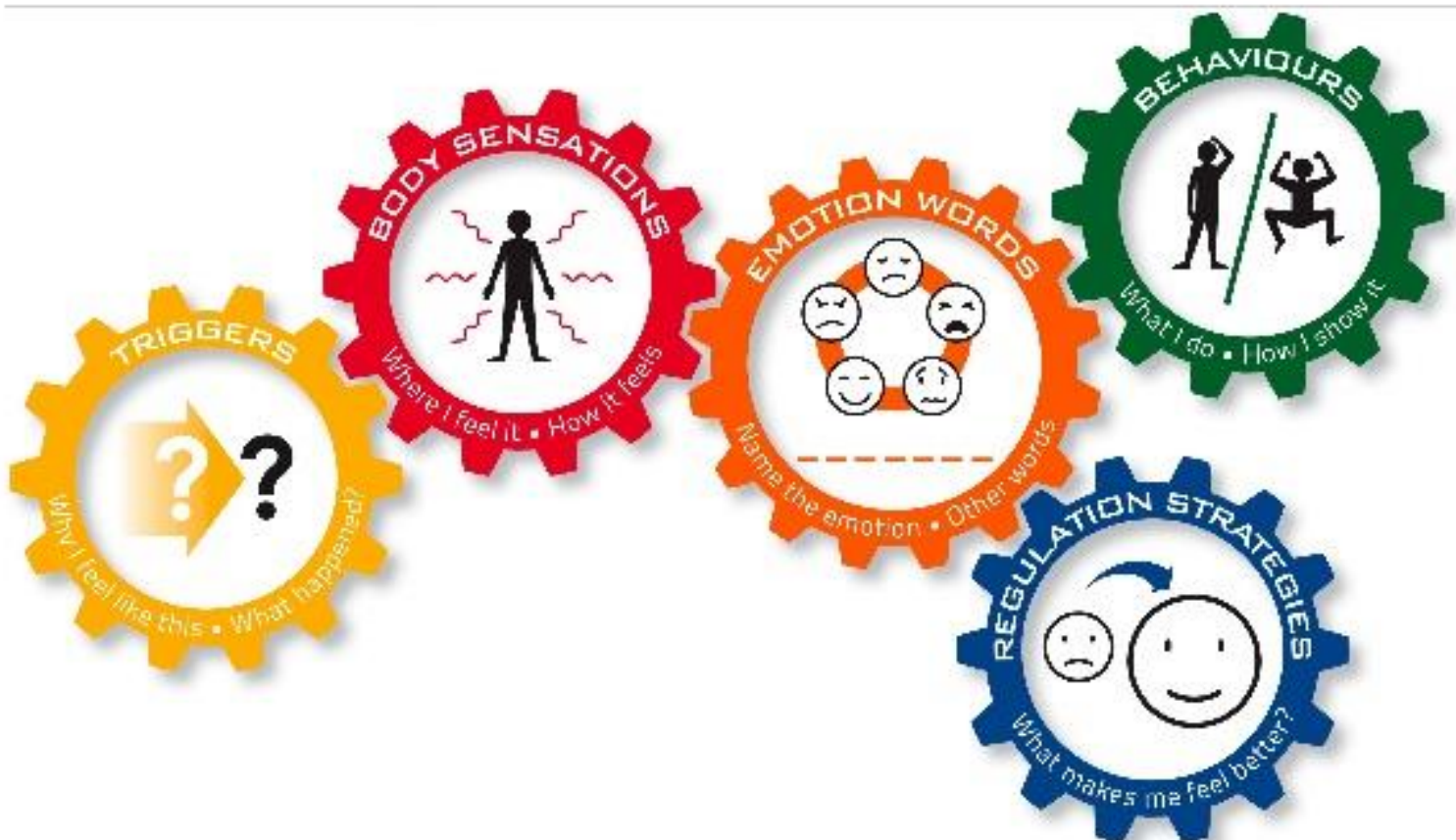
At Brediland, we use the Emotion Works Programme as part of health and wellbeing. Emotion Works focuses on teaching emotional language and supports children and young people to understand how 'emotion works'. We provide resources and practical ideas that help learning across all ages and stages, building knowledge and skills in children that contribute to them growing up healthy and happy.

In school, we incorporate emotional learning into the work the children already do (e.g., using books and stories, poetry and songs, the expressive arts, science and social subjects etc.) as well as helping them to learn and reflect on the everyday emotional events and experiences of the classroom, playground and school life generally.

Emotion Works – The first 5 cog concepts

Here is a visual model of the Emotion Cogs which represent 5 important areas of learning about emotion – Emotion Words, Body Sensations, Triggers, Behaviours and Regulation Strategies. At first, we make sure that pupils learn the words that are needed to understand what each cog represents.

Then we introduce the cog concepts and show how they link together. In the older classes, we also include the cogs for emotion intensity and influences, which are trickier concepts but your older child may be able to explain them to you.



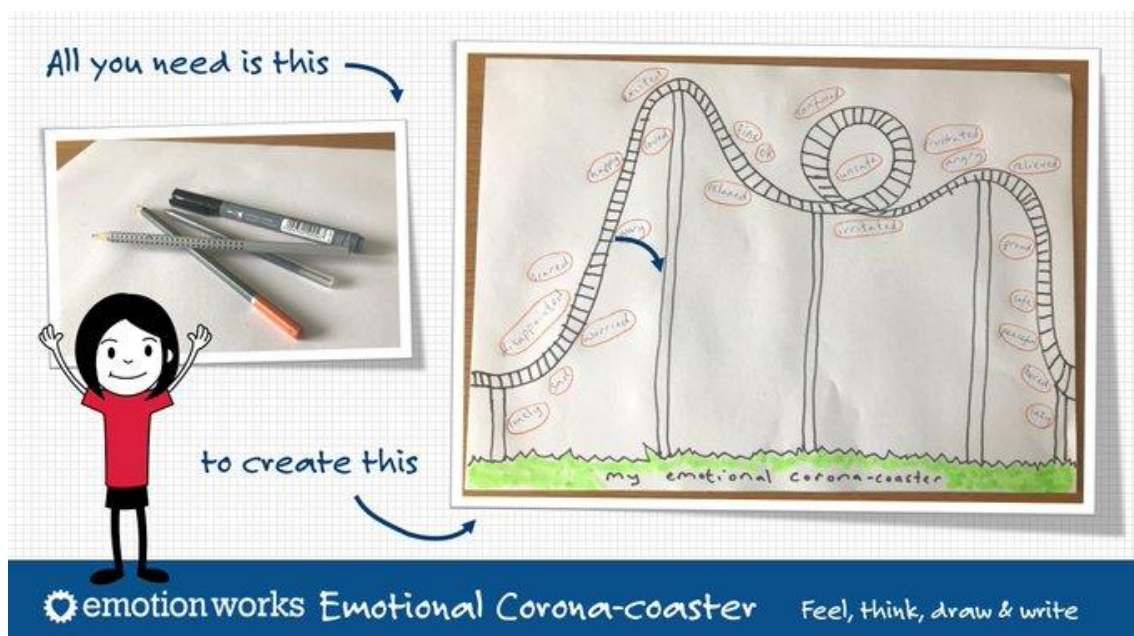
When your child has an emotional response to something at home, use the cogs to help them tell the story of how they feel and what has made them feel that way. Think of 'feel better' strategies that will help if they feel this way again. Talking through and rehearsing responses helps children learn how to cope with and react appropriately to different emotions.

5 steps to aid the discussion:

1. Name it – what emotion word describes how you feel? (You might need to name some possibilities).
2. Acknowledge how it feels inside – where do you feel it in your body? What does it feel like?
3. Triggers and Causes – what made you feel this way?
4. Behaviour – what did you do to show this feeling to others? Is this behaviour ok? What else could you do?
5. Regulate to feel better – what strategies could you use to calm down, cheer up or feel safer? Again, you may need to make suggestions.

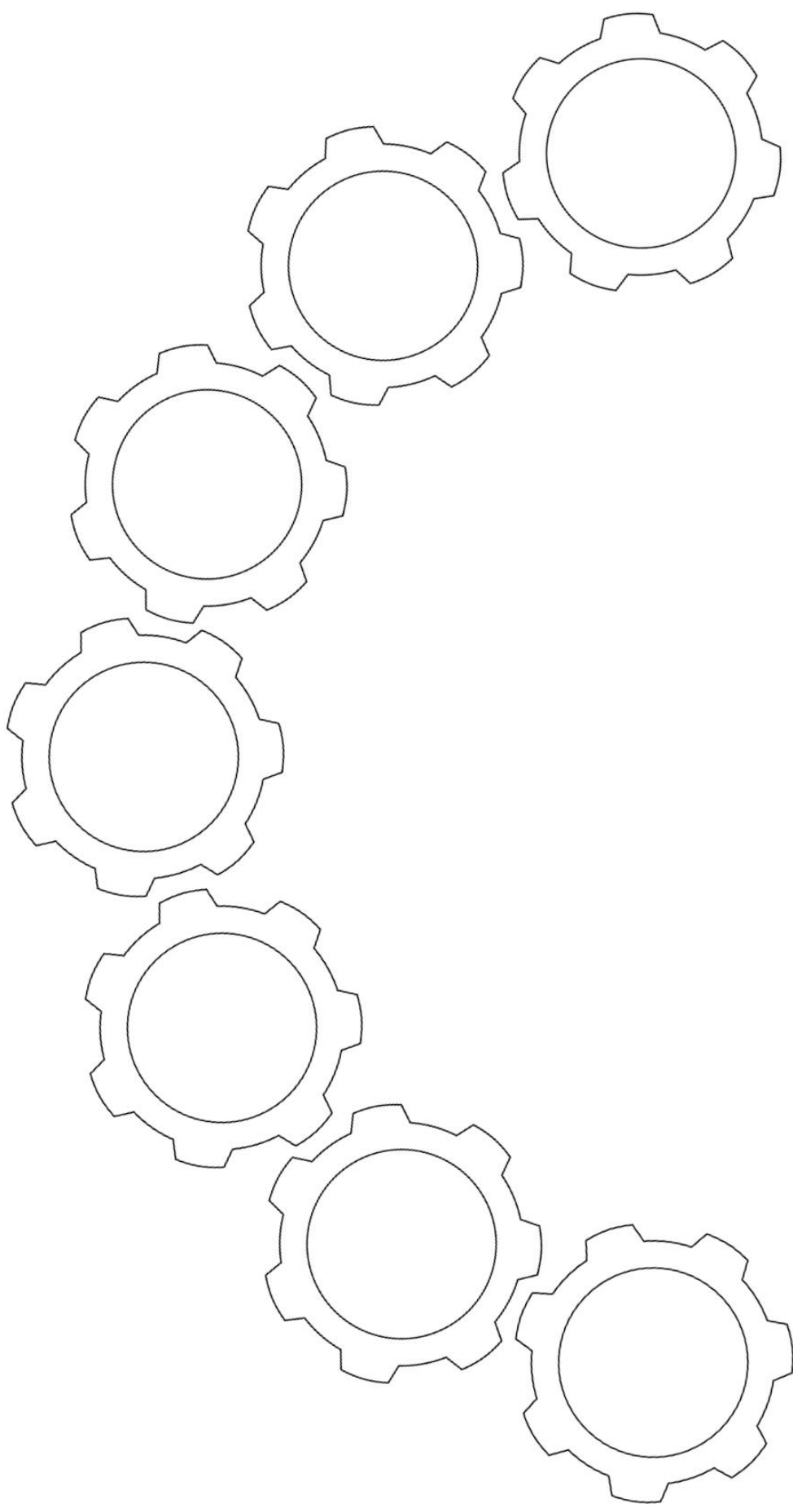
There are lots of different ways that you can use Emotion Works at home. Here are a few ideas to get you started.

- ★ When reading a story or watching a film, use the cogs to talk about how characters feel.
- ★ PE with Joe - Body Sensations and Behaviours. Draw the outline of a body and use red to colour in, draw or write all the body parts and sensations that he talks about and that you feel. Then use green to draw or write all the behaviours/actions used in the workout. Use orange to write about the emotions that you felt before, during and after your workout.
- ★ Use the five cogs to write about a report about an episode of your favourite TV programme.
- ★ Try some of our Regulation Strategies at home. These are found on our blue 'Emotional H&W' grid. Put a tick beside each in the box once you've tried it. Or give it a mark out of 10 to help you work out which ones work best for you.
- ★ Create an Emotion Works rainbow, (found on the next page)
- ★ Follow the instructions below to make a Coronacoaster.



How will you colour your Emotion Works Rainbow?

Add a hopeful slogan



Healthy Eating

The Eatwell Guide shows the different types of foods and drinks we should consume – and in what proportions – to have a healthy, balanced diet.

The Eatwell Guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

You can use the Eatwell Guide to help you make healthier choices whenever you're:

- deciding what to eat
- at home cooking
- out shopping for groceries
- choosing food on the go

Aim to fill your trolley with a healthy balance of different types of food.

How does it work?

The Eatwell Guide divides the foods and drinks we consume into five main groups. Try to choose a variety of different foods from each of the groups to help you get the wide range of nutrients your body needs to stay healthy and work properly.

It is important to get some fat in the diet, however, foods high in fat, salt and sugar are placed outside of the main image as these types of foods are not essential in the diet and most of us need to cut down on these to achieve our healthy balance. Unsaturated fats from plant sources, for example vegetable oil or olive oil, are healthier types of fat. But remember, all types of fat are high in energy and so should only be eaten in small amounts.

Many of the foods we eat, such as pizzas, casseroles, pasta dishes and sandwiches, are combination foods and contain ingredients from more than one of the food groups. For these sorts of food, you just need to work out the main ingredients and think about how these fit with the sections on the guide. For example, if you're having a cottage pie: the potato fits into the yellow segment; the milk in the mashed potato fits into the blue segment, the spread in the mashed potato fits into the purple segment, the meat, meat substitute or beans would fall into the pink segment; the onion, carrots and peas would fit into the green segment.

For some fun games and resources based on The Eatwell Guide visit;

<https://www.foodstandards.gov.scot/education-resources>

Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

| | | | | |
|-----------------------------|-------------|-------------------|---------------|--------------|
| Energy 1046kJ 250kcal | Fat 3.0g | Saturated 1.3g | Sugars 34g | Salt 0.9g |
| 13% | LOW | LOW | HIGH | MED |
| 13% | 4% | 7% | 38% | 15% |

of an adult's reference intake
Typical values (as sold) per 100g: 637kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Eat at least 5 portions of a variety of fruit and vegetables every day

Fruit and vegetables



Eat less often and in small amounts

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Potatoes, bread, rice, pasta and other starchy carbohydrates



Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat



Dairy and alternatives

Choose lower fat and lower sugar options



Oil & spreads

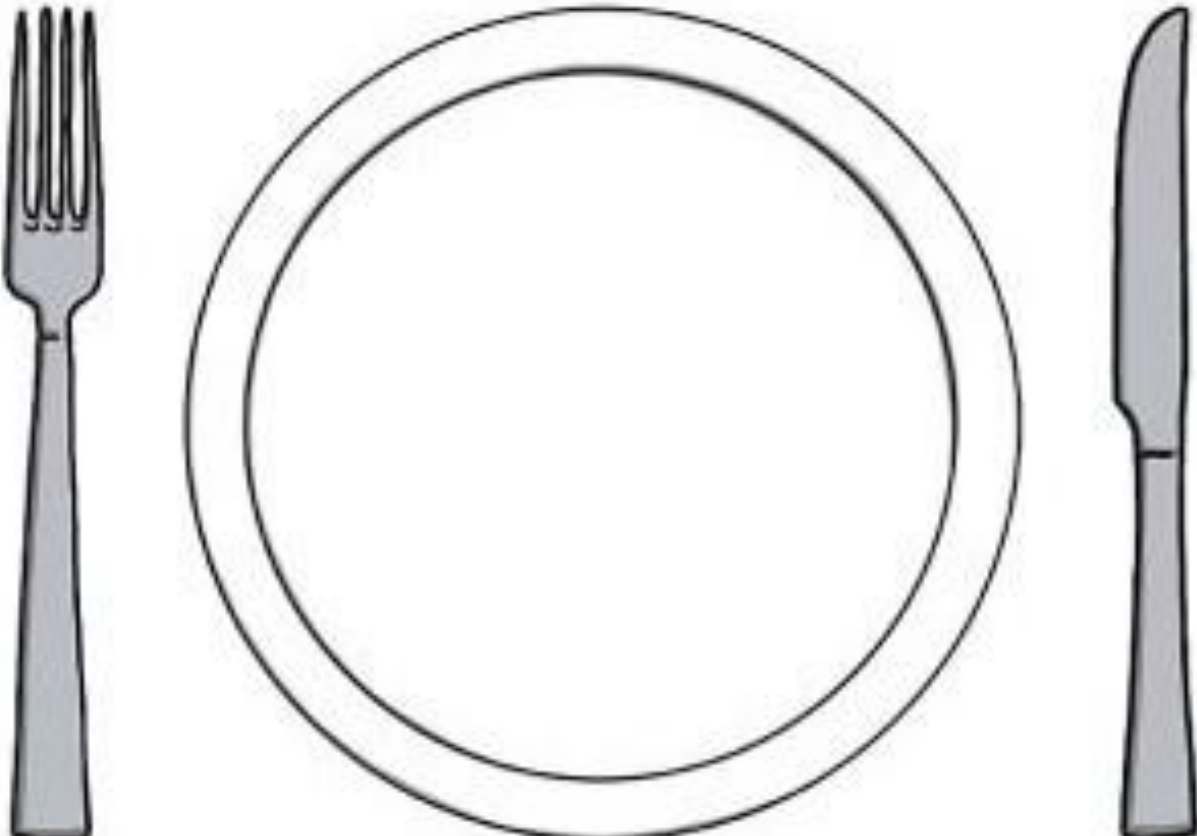
Choose unsaturated oils and use in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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Can you design a healthy plate using what you have learned?



Remember, washing your hands properly is still really important!



Hand-washing technique with soap and water



1 Wet hands with water



2 Apply enough soap to cover all hand surfaces



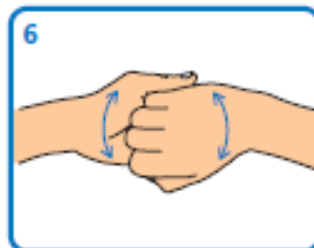
3 Rub hands palm to palm



4 Rub back of each hand with palm of other hand with fingers interlaced



5 Rub palm to palm with fingers interlaced



6 Rub with back of fingers to opposing palms with fingers interlocked



7 Rub each thumb clasped in opposite hand using a rotational movement



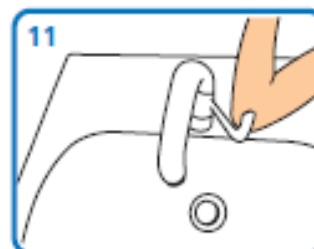
8 Rub tips of fingers in opposite palm in a circular motion



9 Rub each wrist with opposite hand



10 Rinse hands with water



11 Use elbow to turn off tap



12 Dry thoroughly with a single-use towel



13 Hand washing should take 15-30 seconds

Health Week Activities

As this week is our Focus on Health Week, we have designed a chart for each area of Health and Wellbeing. These charts are designed to be used in a way that suits you. You could choose one activity from each chart each day, or focus on one area each day, choosing a couple of things from one chart. The whole idea is that you take some time to look after yourself and each other. A time to focus on what really matters. We would love to hear from you each day. Why not post your plan on Twitter, or share what you've been up to each day either on Twitter or via Google Classrooms. If you have any questions throughout the week, your teachers are on hand to help!

| | | |
|--|---|---|
| <p>Look at old family photos and talk about them.</p>  |  <p>Ask someone how their day has been.</p> | <p>Organise a quiz night.</p>  |
| <p>Play a board game.</p>  |  <p>Social Health and Wellbeing Challenge</p> | <p>Make a picture and display it in your window to say thank you to our keyworkers.</p> |
|  <p>Help to make a meal.</p> | <p>FaceTime or phone a friend or a family member to let them know that you are thinking of them.</p> |  <p>Do a chore to help around the house.</p> |

Make up a dance routine or just dance to some music.



Relax with some yoga.
(You Tube - Cosmic Kids)



Organise a movie night.



Build a den indoors.



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Emotional Health and Wellbeing Challenge



Follow the recipe below to make playdough; playing with this can be therapeutic.

Try some guided meditation on YouTube.

(Your Secret Treehouse is good!)



Follow the instructions to make a birdfeeder.

Read your favourite book.



Playdough Recipe

You will need

- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- food colouring
- 1 tbsp vegetable oil

Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.



Be a Supermover!

(www.bbc.co.uk/teach/Supermovers)



Complete a line in the Brediland PE Bingo grid.

Go Noodle

www.gonoodle.com.



Do PE with Joe Wicks.

(YouTube – The Body Coach)



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Physical Health and Wellbeing Challenge

Go on a family walk and take some photos.



Join in with Oti Mabuse @ 11.30 on YouTube.



Complete a 'PE at Home' task.



Complete a virtual 1-mile walk with Lucy Wyndham-Read on YouTube.



The Outdoor Daily Walk Challenge

When you see a ...

- **Yellow flower:** do 10 star jumps
- **Bird:** touch your head
- **Butterfly:** touch your toes
- **Runner:** pat your knees 5 times
- **Blue car:** jump as high as you can
- **Dog:** run on the spot for 5 seconds
- **Post box:** spin around
- **Bumble bee:** flap your arms like a bird
- **Bike:** hop on one foot 5 times
- **Zebra crossing:** clap your hands





Build a bottle bird feeder

Welcome birds into your garden by following these few quick and easy steps to building your very own bird feeder.

What you need:

- Plastic bottle (approx. 500ml)
- 2 pencils
- Knife or scissors
- Wire or string
- Bird feed - try and go for a mix of flaked maize and sunflower seeds.
- A grown-up to help you



1 Holes for the perch

Make 2 holes in the bottle, opposite each other, roughly 4 cm from the bottom of the bottle.

You'll want the pencils to fit nice and securely in their place - the birds will thank you for it.

Pierce 2 more holes in the bottle, slightly below the other holes and again opposite each other for the second pencil.

2 Fitting the perch

Feed the two pencils through their holes at 90 degree angles.

3 Feeding holes

Pierce small holes above the perches so the birds can reach the seeds. The holes should be slightly larger than the size of the seeds.

4 Fitting wire or string for hanging

Pierce two holes at the top of the bottle, beneath the lid. Thread the wire or string through the holes.

5 Inserting bird food

Remove the lid of the bottle and insert the bird feed.

6 Hanging the bird feeder

Tie the wire or string around a tree branch or a washing line. Keep the bird feeder as high off the ground as possible so the birds can feed safely.





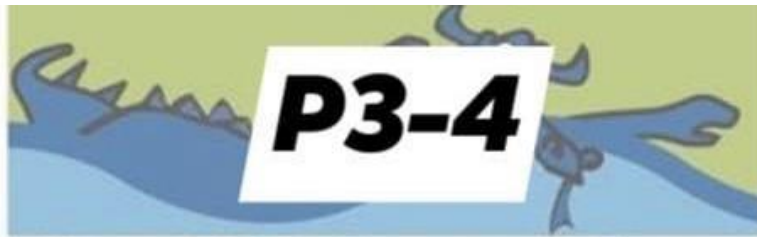
Physical Education Bingo



Be active for at least 60mins every day!

B I N G O

| | | | | |
|---------------------------|--------------------------------|------------------------------|--------------------------|--------------------------------|
| 20 Jumping Jacks | 20 High Knees | 10 Toe Touches | 20 Butt Kicks | 20 Squats |
| 40seconds Plank | 20 Mountain Climbers | 20 High Jumps | 1 minute Dancing | 20seconds Gorilla Crawl |
| 15 Frog Jumps | 20 Elephant Stomps | <i>Free</i> | 15 Sit ups | 1 minute Meditation |
| 1 minute Jump rope | 20 seconds Crab Walk | 10 Starfish Jumps | 20 Lunges | 20 seconds Bear Crawl |
| 20 High Kicks | 30s each side Tree pose | 30 seconds V-sit Hold | 1 minute Wall Sit | 30seconds Cheetah run |



Physical Education Bingo



Be active for at least 60mins every day!

B I N G O

| | | | | |
|--|---|---|---|---|
|  20 Jumping Jacks |  20 High Knees |  10 Toe Touches |  20 Butt Kicks |  20 Squats |
|  40seconds Plank |  20 Mountain Climbers |  20 High Jumps |  1 minute Dancing |  20 Shoulder taps |
|  10 Burpees |  10 Knee Push ups | <i>1 Good Deed</i> |  15 Sit ups |  1 minute Meditation |
|  1 minute Jump rope |  20 seconds Crab Walk |  20 Star Jumps |  20 Lunges |  20 seconds Bear Walk |
|  20 High Kicks |  30s each side Tree pose |  30 seconds V-sit Hold |  1 minute Wall Sit |  30seconds Running on spot |



Physical Education Bingo



Be active for at least 60mins every day!

B I N G O

| | | | | |
|--|---|---|---|--|
|  40 Jumping Jacks |  40 High Knees |  40 Toe Touches |  40 Butt Kicks |  20 Squats |
|  40seconds Plank |  20 Mountain Climbers |  20 High Jumps |  2 minute Dancing |  20 Shoulder taps |
|  10 Burpees |  10 Knee Push ups | 1 Good Deed |  15 Sit ups |  2 minute Meditation |
|  2 minute Jump rope |  20 seconds Crab Walk |  20 Star Jumps |  20 Lunges |  20 seconds Bear Walk |
|  20 High Kicks |  30s each side Tree pose |  30 seconds V-sit Hold |  1 minute Wall Sit |  1 minute Running on spot |

Climb the Ladder

Home Physical Education

How to play:

- Place 3 targets on the floor in a line, 1m away from each other.
- Using a small object can you throw the object and hit the first target.
- When you have hit the first target, only then can you move onto the next target.
- How many throws does it take to hit all 3 targets?
- If you are playing against a partner, the first player to hit all 3 targets is the winner.



Can you be honest and only try target 2 when you've hit target 1?

Can you keep trying even if you miss the target?

Top Tips

Throwing Underarm

Step forwards with one foot, releasing the ball from low to high using your opposite hand.

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?

Standing Long Jump

Home Physical Education

How to play:

- Place a starting marker on the floor.
- Stand beside the starting marker on two feet, how far can you jump landing balanced on 2 feet?
- Challenge a partner to see who can jump the furthest.
- If you have space, place down a marker at 8.31m, the distance Greg Rutherford jumped to win a gold medal in 2012. How many jumps does it take to jump that distance?



Can you focus on your technique and concentrate on your landing?

Can you keep trying even if you miss the target?

Top Tips

Jumping Further

Keep your head up, swing your arms and bend your knees when you land.

Let's Reflect

What did you learn after each jump?

How did you keep focused?

60 Second Challenge

Socks in the Box

The Physical Challenge

How many socks can you pair up and put in the box in 60 seconds?

Place unpaired socks 5 steps away from a box. Players run, match up a pair of socks and place them in the box.

#StayHomeStayActive



Do you keep trying even if you struggle to match up a pair of socks?

Equipment

Socks and a Box!

If you do not have a box use a bowl.

Throw in unpaired socks as red herrings.

Achieve Gold

20 pairs of socks



Achieve Silver

15 pairs of socks



Achieve Bronze

10 pairs of socks



60 Second Challenge

Speed Bounce

The Physical Challenge

How many times can you bounce over a pillow in 60 seconds?

Both feet must land over the pillow for the jump to count.

#StayHomeStayActive



Are you honest? Only count the jumps that are completed properly.

Equipment

A pillow

If you do not have a pillow, jump over a safe object!

Achieve Gold

80 Bounces



Achieve Silver

60 Bounces



Achieve Bronze

40 Bounces



Golf: Rolling

Home Physical Education

How to play:

- Place 5 targets in different places on the floor (garden or in a room).
- Decide on a starting point and it mark out.
- The aim of the game is for pupils to roll a ball, making it rest against one of the targets in the least amount of rolls possible.
- The winner is the player who rests their ball against a target with the fewest rolls. Repeat with all of the different target.



Can you be honest and keep the score?

Can you keep trying hard even if you miss the target?

Top Tips

Roll Underarm

Step forwards with one foot, bending the knee releasing the ball along the ground using your opposite hand.

Let's Reflect

When did you need to increase the power of your rolls?

Did you use the correct rolling technique?

Wacky Races

Home Physical Education

How to play:

- Mark out a start and finish line using an object to mark out these points.
- Think of different ways you could move from the start to finish.
- Can you move on your hands and feet? Can you move backwards?
- What is the quickest way of moving? What is the slowest way of moving?
- Can you race against a partner using the different ways of moving?



Can you create your own Wacky race ideas?

Can you challenge yourself to always try your hardest?

Top Tips

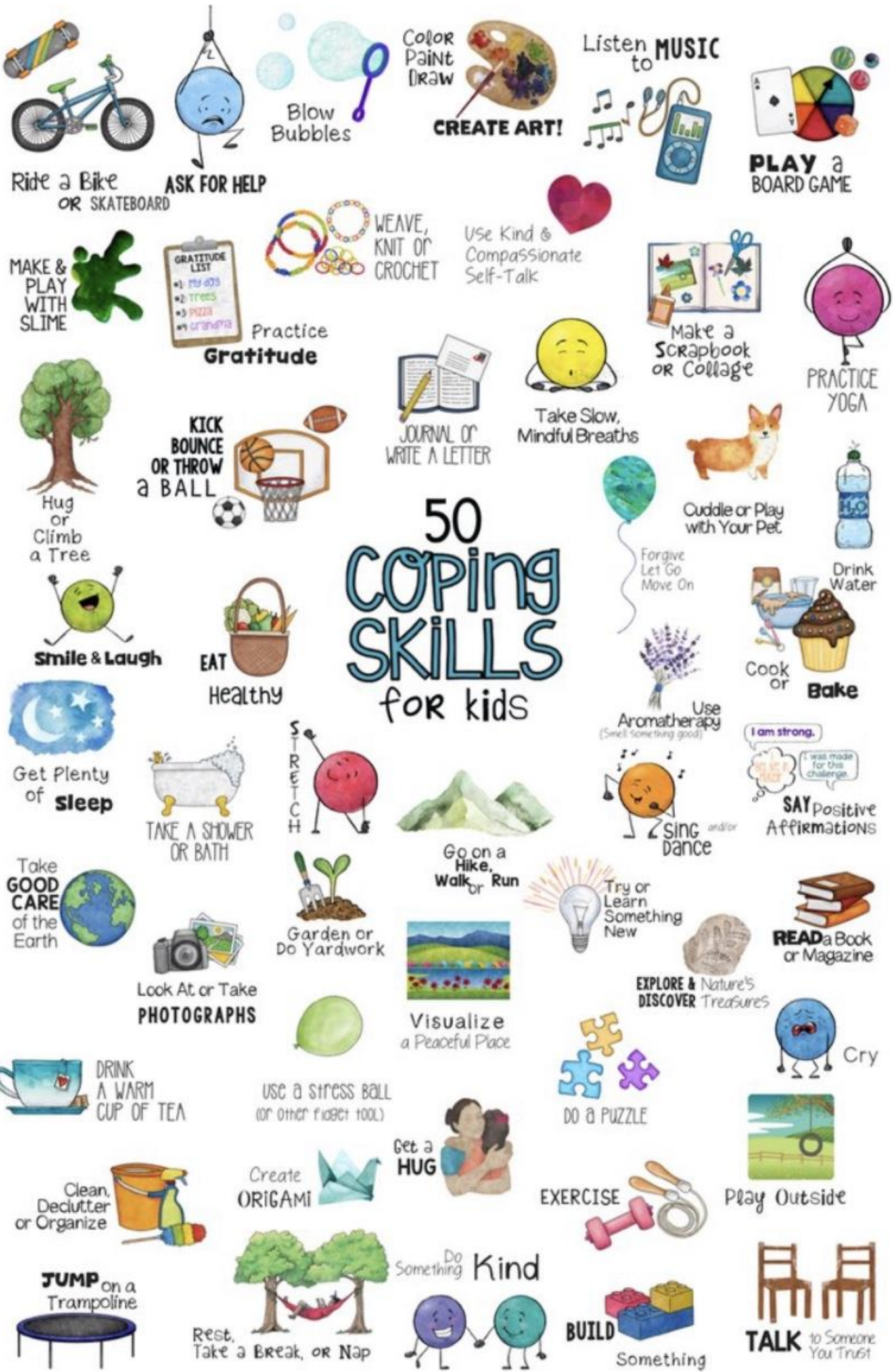
Crawling

Make sure your hands, feet are touching the floor, spread your hands wide, keep your head and bottom down.

Let's Reflect

Which way of moving was the easiest and which was the hardest? Explain why.

How did you feel if you did not win a race?



50 Coping Skills for kids



Ride a Bike OR SKATEBOARD



ASK FOR HELP



Blow Bubbles



Color Paint Draw

CREATE ART!



Listen to MUSIC



PLAY a BOARD GAME



MAKE & PLAY WITH SLIME



Practice Gratitude



WEAVE, KNIT OR CROCHET



Use Kind & Compassionate Self-Talk



Make a Scrapbook OR Collage



PRACTICE YOGA



Hug or Climb a Tree



KICK BOUNCE OR THROW a BALL



JOURNAL OR WRITE A LETTER



Take Slow, Mindful Breaths



Cuddle or Play with Your Pet.



Drink Water



Smile & Laugh



EAT Healthy



Forgive Let Go Move On



Cook or Bake



Get Plenty of sleep



TAKE A SHOWER OR BATH



STRETCH



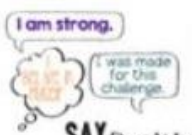
Go on a Hike, Walk or Run



Use Aromatherapy (Smell something good)



Sing and/or Dance



SAY Positive Affirmations



Take GOOD CARE of the Earth



Look At or Take PHOTOGRAPHS



Garden or Do Yardwork



Visualize a Peaceful Place



Try or Learn Something New



EXPLORE & DISCOVER Nature's Treasures



READ a Book or Magazine



DRINK A WARM CUP OF TEA

USE a STRESS BALL (or other fidget tool)



DO a PUZZLE



Cry



Play Outside



Clean, Declutter or Organize



Create ORIGAMI



Get a HUG



EXERCISE

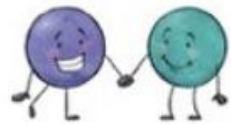


JUMP on a Trampoline



Rest, Take a Break, or Nap

Do Something Kind



BUILD Something



TALK to Someone You Trust