



After our seminar on Pastoral Strategies with Groundlevel a number of people asked what kind of resources Hope House were using to help people be kind to their mind. I'm very conscious that Hope House has the advantage of some highly qualified mental health practitioners that can take things well beyond anything here.

Keeping things very simple I've simply copied and pasted a few ideas onto the page to help people begin with some very simple tools.

There is nothing complicated here, much of it obvious once its been looked at, but they help people begin to think about how they can engage with the issue.

In the current situation many people are facing a level of anxiety and fear and even depression. Although we live by faith that doesn't rule out the importance of taking care of our mental health.

Here is a small sample of some simple resources that anyone can use and that need no special skills or qualifications for those thinking about being kind to your mind.

Although there are many more resources available and for some specific counselling may be important for most people some simple self-care helps are ideal along with some tips on talking to our children.

A handwritten signature in black ink that reads 'Paul'.



**EMDR EUROPE**

## ***GUIDELINES FOR ADULTS***

### ***Self-protection for adults***

When a severe event hits a community, it creates a condition of high sensitivity in the individual and the collectivity. A critical event and an ongoing situation like the Coronavirus pandemic can cause particularly intense emotional reactions, which can interfere with people's functional capacity both during the exposure to the event and afterwards.

**From the moment of exposure until today, the following phases can follow:**

- Acute phase (sense of extraneousness and derealisation, sense of not being ourselves, of not feeling our body, confusion, space and temporal disorientation). Shock is part of the acute physiological reaction to stress and it is a mechanism that allows maintaining a certain distance to the event, which is necessary to absorb the impact and maybe to deal with the initial needs.
- Emotional impact phase: we can feel a wide variety of emotions like sadness, guilt, rage, fear, confusion and anxiety. Somatic reactions can also develop, like physical disorders

(headache, gastrointestinal issues, etc.), and problems in finding a state of calm.

- Coping phase: we start wondering about what happened to find explanations, using all our resources (*“Why did it happen? What can I do? Why now?... ”*).

**Here are the most common reactions that might last for a period of a couple of days or weeks:**

- Intrusive thoughts: recurring images, involuntary and intrusive memories (*flashbacks*).
- Avoidance: failed attempt to avoid related thoughts or feelings. Impossibility of approaching what refers to the event/the situation.
- Depressed mood and/or persistent negative thoughts. Negative beliefs and expectations on ourselves or the world (*for instance, starting to have negative thoughts like: “the world is totally dangerous”*).
- Persistent and irrational feelings of guilt towards ourselves or the others, for having caused or elicited the traumatic event or for its consequences, especially after having had direct experience of contact or infection.
- Feelings of guilt for having survived/not been infected
- Persistent negative emotions related to the trauma/threatening situation (*for example, feeling fear, horror, rage, guilt, shame even for a long time and when the situation seems to be getting better*).
- Difficulty in sleeping and/or eating: difficulties to fall asleep, frequent awakenings and nightmares, or hypersomnia, which means sleeping for many more hours).
- Strong loss of interest in pleasant activities.
- Being overwhelmed by the daily tasks and by restructuring daily activities, feeling paralysed.

***There are marked individual differences in the appearance, duration and intensity of these reactions.***

## WHAT WE CAN DO

- Know how to recognise our own emotional reactions and the difficulties that we might have.
- **Do not deny your feelings but remember that it is normal for everyone to have emotional reactions because of such an unexpected, unforeseeable and threatening event/situation.**
- Be able to monitor our physical and emotional reactions.
- Remember that we are not alone, but – although we are not in contact physically – we are part of a system and an organisation that can support and help, also emotionally and psychologically.
- Talk about the critical event/situation, helping each other in releasing the emotional tension.
- Respect others' emotional reactions and action/behaviour, even when they are completely different and difficult to understand from our point of view.
- Try to keep in touch, even through virtual channels, with people in your lives. Re-establish a somehow predictable daily routine.
- Ask for help from people you trust, possibly choosing who gives you a better feeling of familiarity and safety.
- Take some time to recover, pay attention to your needs and keep the distance from the event/the situation or the activities connected to it (sleeping, resting, thinking, crying, being with our loved ones, etc.).
- Protect your emotional balance, accessing supporting services.
- Access, when and if possible, psychological support focused on reprocessing traumatic memories and reactions resulting from the event/the situation.
- Limit the access to media to once or twice a day. Exposed people need to find a meaning for what happened and, for this

reason they spend a lot of time searching for news; nevertheless, it is necessary to protect ourselves from excessive exposure.

- Prefer the official channels as source of information, like the World Health Organisation <https://www.who.int/> and its guidelines on hygiene practices.
- Remember that a positive attitude and avoiding catastrophic thoughts helps yourselves and the community.

EMDR Europe Association – [www.emdr-europe.org](http://www.emdr-europe.org)  
Head Office: Bettenstrasse 82 – C

H 8400 Winterthur (Switzerland)  
Executive Office: Via Vitruvio 43 – 20128 Milan (Italy)



## BE KIND TO YOUR MIND

### FOLLOW UP 54321 GROUNDING

Following our Live Lounge 'isolation conversation', dealing with anxiety, We thought we could explain 54321 Grounding for you.

Here is some practical help for those who may need some practical steps to help you to be kind to your mind.

5 things you can see - look at what is around you - shapes, colours, natural, man made

4 things you can touch - explore textures, How does it feel against your skin

3 things you can hear - your breathing, sounds around you, nature, man made, noises near or in the distant

2 things you can smell - concentrate on the smell, where is it coming from, clothes, food, environment

1 thing you can taste - find something nice to eat or drink, focus on taste, flavour, texture

With all the above think of the positive things they remind you of

### 54321 Grounding Exercise



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## BE KIND TO YOUR MIND

### Building a 'Coping Box'

A Coping Box is a collection of various favourite and positive items you can use when feeling anxious or overwhelmed.

It is up to every individual what they put in the box, below are some suggestions to get you started

Stress ball.  
Lavender oil.  
Photo of family and/friends.  
Play doh.  
Chewing gum.  
Bottle of blowing bubbles.  
MP3 player loaded with music.  
Small blanket  
Soft toy

DVD  
Birthday card from friend  
Contact number you can ring  
Fidget cubes/spinners  
Bottle of water  
Motivational quotes  
Note book  
Crossword/puzzle

Find somewhere in your home which is quiet and safe and spend time looking at the items and remembering the positive memories



**Items that provide proprioceptive support**

- Weighted lap cushion or weighted stuffed animal
- Weighted vest or pressure vest
- Stretchy resistance bands
- Sensory tunnel
- Mini massager
- Body sock
- Small blanket

**Items to squeeze & keep hands busy**

- Fidgets like Tangle Jr. or puffer ball
- Rubik's Cube
- Play dough or silly putty
- Pipe cleaners
- Stress balls
- Bubble wrap
- Bag of tissue paper to rip
- Scarves or fabric scraps
- Spinning top

**Items to support breathing & relaxation**

- Bottle of bubbles
- Pinwheels
- Straws and cotton balls or pom poms

**Items for olfactory sensory support**

- Calming essential oil spray
- Smelling bottles
- Scratch and sniff stickers

**Items to get kids moving**

- Book of yoga poses or yoga activity cards
- Skipping rope

**Items for auditory sensory support**

- Noise cancelling headphones
- MP3 player with music
- Audiobooks

**Items for oral motor sensory support**

- Chew toy or chew necklace
- Chewing gum, hard candies, or lollipops
- Snacks with a variety of textures
- Whistle, harmonica, party blowers, or similar
- Rescue Remedy Spray

**Items that give kids a brain break**

- Puzzle
- Books to read
- Blank notebook and writing utensils
- Coloring books
- Scratch art doodle pad
- Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogie Board
- Activity books
- Photo album

**Items to visually calm**

- Visual calm down cards
- Sensory bottle or calm down jar
- Light up toys
- Flashlight
- Plastic snow globe
- Kaleidoscope
- Hourglass
- Eye mask





# BE KIND TO YOUR MIND

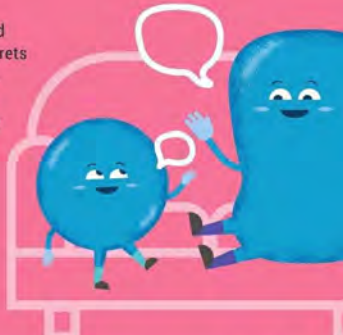
## Kids and a Covid conversation



### COVID-19 PARENTING Talking about COVID-19

#### Be willing to talk.

They will already have heard something. Silence and secrets do not protect our children. Honesty and openness do. Think about how much they will understand. You know them best.



### COVID-19 PARENTING: Keep calm and manage stress

#### Take a break

We all need a break sometimes. When your children are asleep, do something fun or relaxing for yourself. Make a list of healthy activities that YOU like to do. You deserve it!



### COVID-19 PARENTING: One-on-One Time

#### Set aside time to spend with each child

It can be for just 20 minutes, or longer – it's up to us. It can be at the same time each day so children or teenagers can look forward to it.



### COVID-19 PARENTING: Bad behavior

#### Redirect

Catch bad behavior early and redirect your kids' attention from a bad to a good behavior.

Stop it before it starts!

When they start to get restless, you can distract with something interesting or fun: "Come, let's play a game together."



#### COVID-19 PARENTING: Structure up

Create a flexible but consistent **daily routine**

Children or teenagers can help plan the routine for the day – like making a school timetable. Children will follow this better if they help to make it.

Include exercise in each day – this helps with stress and kids with lots of energy at home.



#### COVID-19 PARENTING: Keeping it positive

**Praise your child when they are behaving well**

Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.



**C**

**an you draw or write down things that make you feel calm?**

For example, a happy place, your favourite hobby.

**A**

**re you feeling worried or upset?**

It's okay if you do and it's good to tell others how you feel.

**L**

**isten to the thoughts in your head and how your body feels.**

**M**

**ake a list of things you enjoy doing to help yourself feel better.**

**E**

**veryone feels worried sometimes.**

When you've felt worried before, what helped you feel better then?

**R**

**emember to keep talking to an adult at home about how you're feeling.**



# feelings poster for kids

## HOW DO YOU FEEL?



ANGRY



BORED



CONFUSED



CURIOUS



DISAPPOINTED



EMBARRASSED



EXCITED



GRUMPY



HAPPY



ANXIOUS



PROUD



SAD



SCARED



SHY



SILLY



SURPRISED



PEACEFUL



STRESSED OUT



BRAVE



FOCUSED



DISTRACTED



HOPEFUL



LONELY



OVERWHELMED



TIRED



HURT



HYPER



ANNOYED



WORRIED



FRIENDLY



# KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



## FROG JUMPS

Hop, hop, back and forth like a frog



## BEAR WALK

Hands & feet on the floor, hips high - walk left and right



## GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



## STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



## CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



## CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



## ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

# FOR PARENTS

## A SPECIAL COVID MESSAGE

When your child is ill or injured it is very difficult to decide if/when to call your child's GP, NHS 111 or go the Accident and Emergency Department (A&E). During the current situation and while the government is asking everyone to stay at home, it can be confusing to know what to do. Here is some guidance:



FOR ADVICE ON COVID-19 AND CHILDHOOD ILLNESSES/INJURIES VISIT [WWW.NHS.UK](http://WWW.NHS.UK)

Designed by primary and secondary care clinicians from Barts Health & North-East London STP

### YOU SHOULD GO TO A&E AND/OR CALL 999 IMMEDIATELY IF

#### APPEARANCE

- ▶ Pale/mottled/ashen/blue colour
- ▶ Collapsed/unresponsive/loss of consciousness
- ▶ No obvious pulse or heartbeat
- ▶ Severe allergic reaction

#### BEHAVIOUR

- ▶ Extreme irritability/pain/sleepiness (can be woken but falls asleep immediately)
- ▶ Seizure/jerking movements/fit

#### BREATHING

- ▶ Sucking in and out between ribs
- ▶ Flaring nostrils
- ▶ Extremely fast breathing
- ▶ Noisy breathing

#### OTHER

- ▶ Bleeding from an injury, that doesn't stop after 10 minutes of pressure

### YOU SHOULD GO TO A&E IF

#### APPEARANCE

- ▶ Dizziness/feeling faint
- ▶ Rash that does not fade when you press it

#### BEHAVIOUR

- ▶ Severe constant tummy pain

#### OTHER

- ▶ Burn
- ▶ Possible broken bone

#### OTHER

- ▶ Swallowed foreign objects (especially magnets/batteries)
- ▶ Temperature higher than 38°C in a baby younger than three months old
- ▶ Your child has special health care needs and you have a plan that tells you to go to A&E
- ▶ Feels abnormally cold to touch
- ▶ Expressing suicidal/significant selfharm thoughts

### YOU SHOULD CALL YOUR GP IF

#### APPEARANCE

- ▶ Mild/mod allergic reaction (known or suspected)
- ▶ New rash that fades when you press on it

#### BEHAVIOUR

- ▶ Mild irritability/sleepier than normal
- ▶ Severe tummy pain that comes and goes
- ▶ Vomiting and diarrhoea
- ▶ Not passed urine for more than 12 hours

#### BREATHING

- ▶ Wheezing/fast breathing

#### OTHER

- ▶ Temperature >39°C (age 3-12 months)
- ▶ Temperature over 38°C for more than 7 days
- ▶ Accidental overdose of medication or other substances
- ▶ Ear pain for more than 2 days
- ▶ Emotional distress, that can't be reassured

### YOU SHOULD CHECK WITH 111 OR YOUR COMMUNITY PHARMACIST IF

#### APPEARANCE

- ▶ Pink eyes/red eyes

#### BEHAVIOUR

- ▶ Ear pain for less than 2 days
- ▶ Mild tummy pain that comes and goes

#### BREATHING

- ▶ Cough
- ▶ Runny nose

#### OTHER

- ▶ Temperature over 38°C for less than 7 days