Wellbeing: Supporting students in planning for remote learning

2. NEPS Advice & Resources for keeping Children and Young People well during Covid-19

The Department of Education and Skills' NEPS psychologists have developed advice and some resources for young people to manage and stay well when schools are closed.

- Advice to young people while schools are closed
- Plan for the Day
- Relaxation techniques

NEPS psychologists have developed guidance for parents supporting children to create new routines at home. Having a Plan for the Day is key for children/young people to manage and stay well at this time.

- Guide for Parents Supporting Children with Routines

NEPS psychologists have developed advice for parents and schools on talking to children and young people about Covid-19 here.

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Example of Plan for the Day

During this time of school closure, some students will have been given a structured timetable to follow by their teachers. This will vary depending on age and year group. The following is an example of a *Plan for the Day* for students who are designing their own schedules.

Remember to plan for schoolwork, physical exercise and household jobs as well as activities you enjoy, connecting with friends and family and taking some free time and food breaks throughout the day.

TIME	ACTIVITY	Tick when complete ✓
9.00	Breakfast/Wash/Dress/Get ready for school work	
10.00	Schoolwork	
11.00	Fifteen minute break – relax (healthy snack and listen to music/check phone)	
11..15	Schoolwork	
12.00	Exercise & jobs in the house	
1.00	Lunch & enjoyable activity	
2.00	Schoolwork (followed by a short break)	
3.00	Schoolwork	
4.00	Enjoyable activity & physical activity	
5.00	Enjoyable activity & jobs in the house	
6.00	Dinner time (& tidy up)	
Evening Plan	Family time & relax	

Ullmhaithe ag An tSeirbhís Náisiúnta Siceolaíochta Oideachais
Prepared by the National Educational Psychological Service (NEPS)

www.neps.ie

Develop a **good routine** for the day. Have defined start/ finish times and build in physical activities, rest, food and fun. Some great examples of schedules across the age range here from Khan Academy: https://docs.google.com/document/u/1/d/e/2PACX-1vSZhOdEPAWjUQpqDkVAlJrFwxxZ9Sa6zGOq0CNRms6Z7DZNq-tQWS3OhuVCUbh_-P-WmksHAzbsrk9d/pub

The length of the day/ time slots should be adjusted based on what you know about individual children. **Some will do more, and many will need to do less!**

www.khanacademy.org

Taking care of oneself: the following link will take you to some activities to mind ourselves and stay grounded. https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult_times_nonsubs_031720

Collective Vulnerability, the FFTs of Online Learning, and the Sacredness of Bored Kids

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By Brené Brown

(an extract from…)

My three big key insights for distance learning are:

1. Use the first few days to build a container. NO content teaching. Just set up the ground rules together in a way that lets students experience some of the functionality of the classroom. Practice raising hands, keeping yourself on mute, changing how you see each other. "Let's work together to create a space that feels brave, safe, and connected. This is new and awkward for all of us – including me. We can start with a list of what's ok in here and what's not." Maybe you can even start with a check-in: Give us one word that describes how you're feeling about school being online? Great practice of speaking and muting and following along.
Anxiety shows up in weird ways when you're teaching online. And, people don't understand the norms. Set the norms so no one takes their computer to the bathroom. (It happened. Twice.) We want everyone to be seen and belong, and that means setting norms and expectations that are co-created with the class. THIS LEARNING ALSO APPLIES TO TEAMS WHO ARE WORKING TOGETHER ONLINE FOR THE FIRST TIME!

2. Do not assume every student has the same attention span, the same level of wi-fi, access to private space, and the same number of supportive people in their homes. I teach grad students who have to use their phones as hot spots and log-in between jobs or in closets. We have to check our expectations and privilege. We want everyone to be seen and belong.

3. Small chunks. **No more than 30 minutes online. You can meet up several times a day, but the best teachers in the world can't hold attention longer than that. Think about the research that went into TED setting an 18-minute limit for their talks. That's all we can take sometimes.** You can break kids into small groups for a lengthy assignment, but for the big classroom they will start to drift after 20 minutes. After 30, they're gone. Heck, I'm gone.

https://brenebrown.com/blog/2020/03/21/collective-vulnerability/