

SCHOOLING & PARENTING DURING COVID-19

WEBINAR

21 July 2020

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PARENTZONE

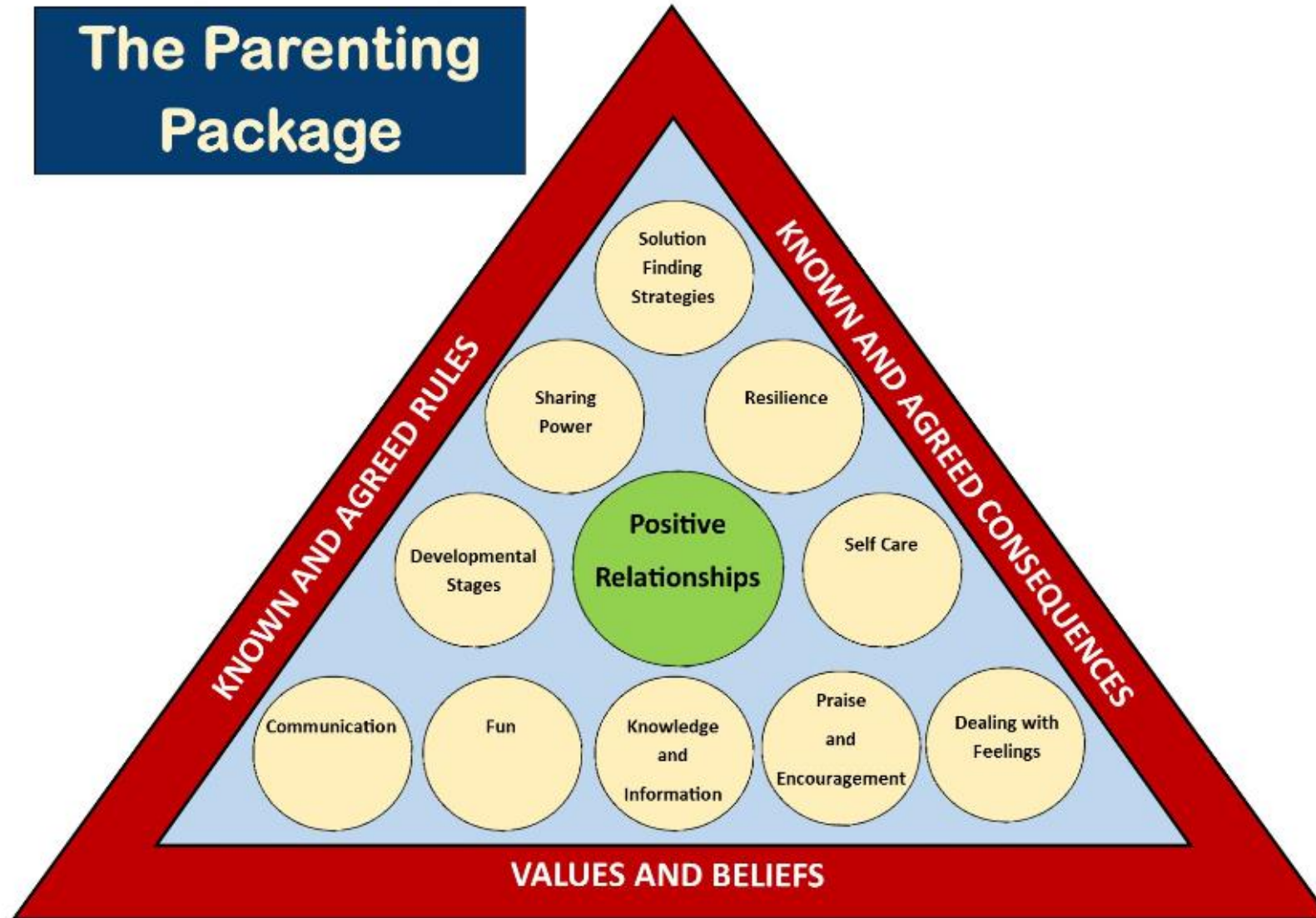
BETTER
TOMORROWS

Here We Go AGAIN!

PARENTZONE

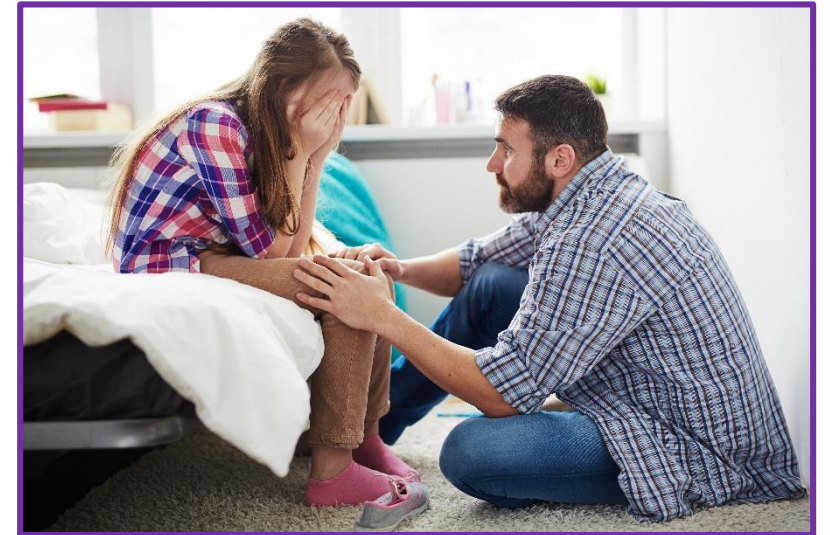


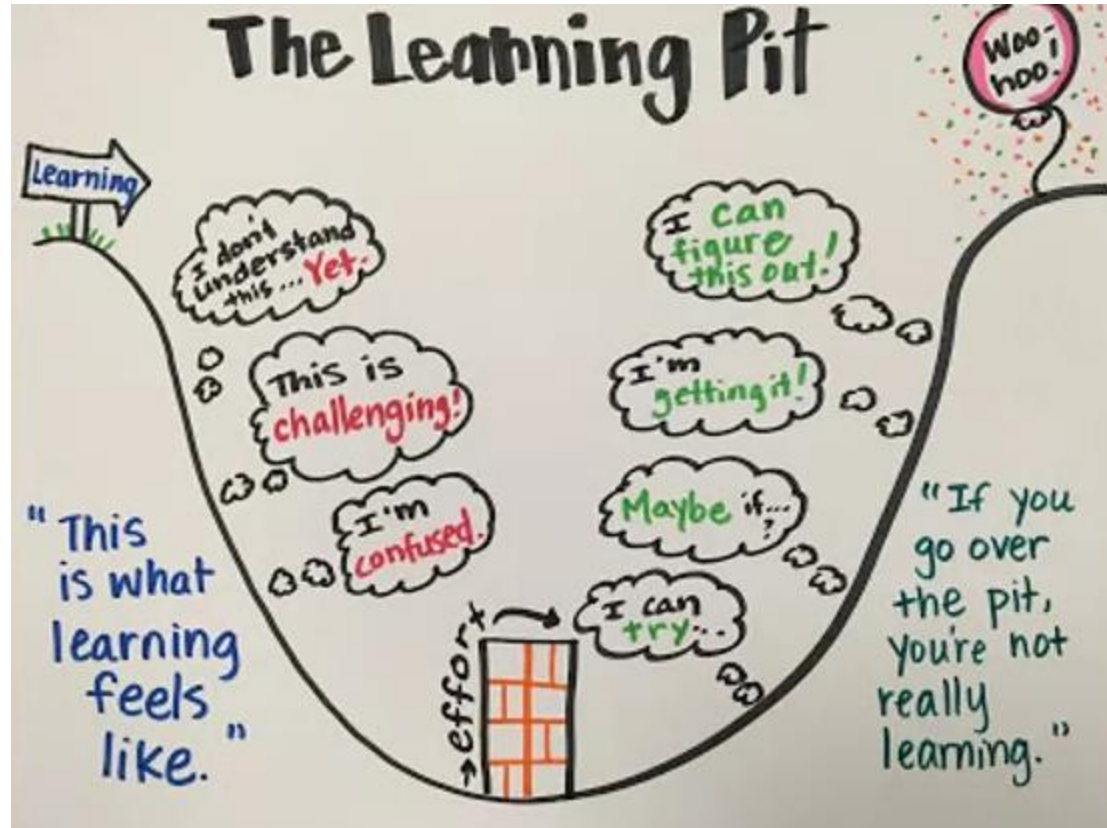
The Parenting Package



Alleviating Anxiety

- You AND your child may be nervous about the return to schooling from home.
 - Worry about not seeing friends and family.
 - Worry about the pressures on the family unit.
- Have an open dialogue with your child.
- Ensure you and your child know the facts.





Source: <https://mindmoverspsychology.com.au/2019/10/14/the-learning-pit-how-to-teach-children-to-be-resilient-in-learning/>

'The Learning Pit is an analogy to help students look at their learning as an opportunity for them to keep growing. The Learning Pit analogy helps students understand that they can take control over their own learning, even when it is hard and challenging. The learning pit metaphor is a great way to introduce the concept of growth through challenges to children. A great way to look at the Learning Pit analogy with real life examples is to find examples of famous people or sports stars they look up to who have used their mistakes and failures as motivators for success and discuss it with them. Even use your own examples, a parent is a child's biggest role model'.

Tip 1 - ENVIRONMENT

- Location, Location, Location!
- Quiet with minimal distractions.
- Less is best – uncrowded space.
- Dedicated space.
- Keep it fun!



Tip 2 – SIMPLE SCHEDULE

- Create a simple schedule for the day and week.
- Break up the day into 2-3 learning blocks.
- Who can help? Schedule this in YOUR diary too.
- But don't over schedule! Use as a guide.
- Need to have flexibility.
- Regular breaks.
- Regular fun activities.

Monday
BLOCK 1: 9.00AM – 10.30AM Seesaw Activities or Worksheets
BREAK: 10.30AM – 11:30AM SNACK
BLOCK 2: 11:30AM – 12.30PM Seesaw Activities or Worksheets Who Can Help? Mum
BREAK: 12.30PM – 1:30PM LUNCH
BLOCK 3: 1.30PM – 2.30PM Seesaw Activities or Worksheets 2PM – Class Call with Amanda Who Can Help? Dad

Tip 3 – IT'S OK TO OPT OUT

- Work out what is and isn't essential with the teacher.
- If your child feels overwhelmed by connecting with the class online – tell the teacher you are opting out.

OPT-OUT



OPT-IN



Tip 4 – USE THE TEACHERS

- Your teachers are there to support you and your children – use them.
- Speak to them when you or your child isn't coping.
- Can the teachers provide the curriculum in a slightly different way for children who need it?



Tip 5 – DO NOT DISTURB

- Put a sign on door of home office – do not disturb so children know not to enter when you're on that important call.
- Mute yourself, turn off video or add a virtual background when you do get interrupted.



**No Need to Knock
Come on In!**

Tip 6 – EMBRACE SCREENTIME

- Accept that your children will have more screen time right now – for school work and for pleasure as you work around them.
- They may also need screens to connect more with their peers – especially teens!



Tip 7 – OTHER ACTIVITIES

- Jigsaw puzzles.
- Word searches.
- Crosswords.
- Sudoku.
- Lumosity.
- Lego building.
- Drawing and colouring.



Tip 8 – FAMILY TIME

- Use this time to connect!
- Meals together.
- Schedule daily walks together.
- Play board games.
- Movie nights with delivery pizza.



Tip 9 – FOCUS ON STRENGTHS

- Focus less on gaps in child's knowledge and more on what their strengths are.
- Use their strengths to work on their weaknesses.



Top Tip 10 – BE REALISTIC

- This is a very different way to learn.
- Multiple children in the home.
- Parents working from home.
- 1 or 2 school items a day might be enough for your child, others might need more.



You can only do what you can do!

TEACHaR – Transforming Educational Achievements for Children at Risk

- Anglicare Victoria recognises the impact that positive educational experiences and attainment can have in later life, particularly for vulnerable children.
- Not only does a quality education have the potential to strengthen future employment opportunities and economic stability, but it can contribute to increased psychosocial wellbeing, self-esteem and community belonging into adulthood.
- TEACHaR works with children living in out of home care, residential care, kinship and with their families. We teach using a trauma-based lens and support the whole child in terms of education and schooling.

English and Literacy

- **Reading and Viewing**
 - Text to self: compare the characters to people you know in real life, use evidence
 - Spelling: play I-Spy, rhyming games and sing nursery rhymes
- **Speaking and Listening**
 - Have a conversation, practice asking Qs
- **Writing**
 - Write a text message or email to a friend



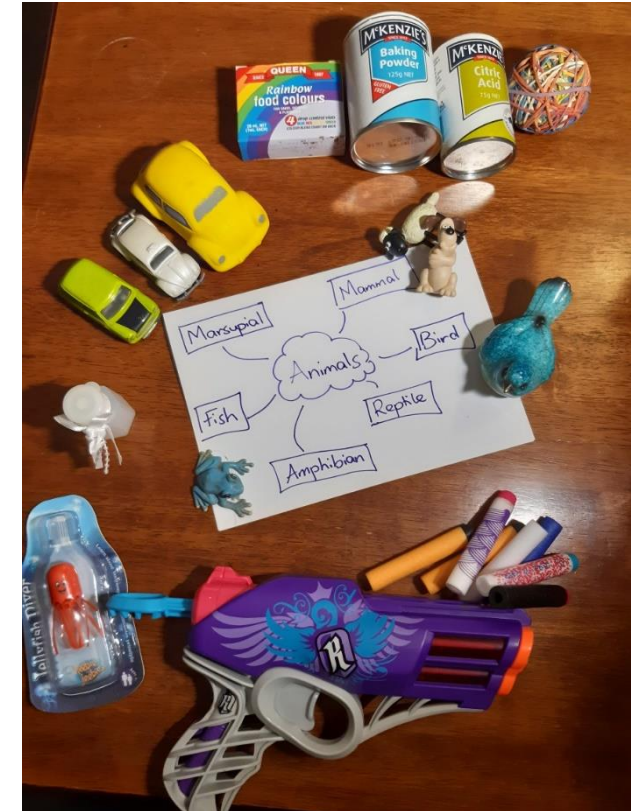
Mathematics

- **Number and Algebra**
 - Count everything, make playdough numbers, use supermarket catalogues and money
- **Measurement and Geometry**
 - Make biscuit shapes, use maps, tell the time with an analogue clock, use symmetry in art
- **Statistics and Probability**
 - Play games with dice, do a favourite colour survey, discuss “what is the chance that . . .”



Science (children are natural scientists)

- **Biology** – living things, plants and animals . . .
What animal am I thinking of?
- **Chemistry** – solids/liquids/gases, chemical reactions . . . Ice cubes, bubbles, vinegar+bicarb
- **Earth and Space** – earth/sun/moon/planets . . .
Moving shadows on the ground outside
- **Physical** – how things move, energy, light and rainbows . . . Matchbox cars on a slope



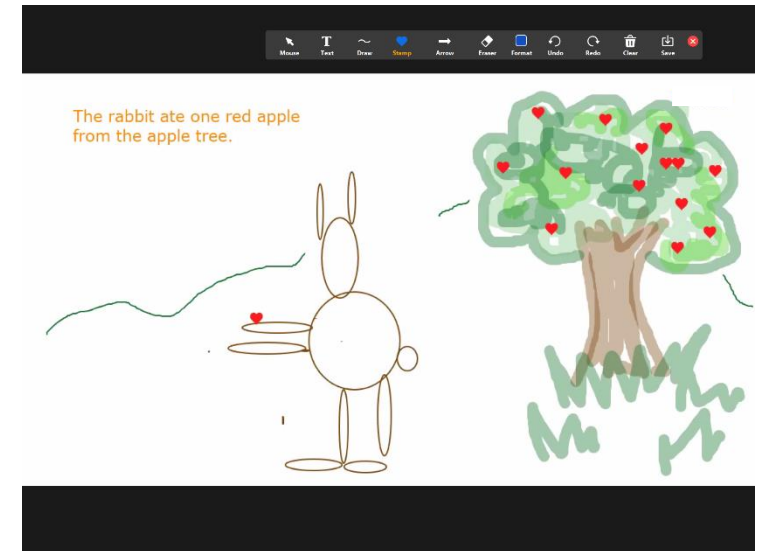
The Humanities

- Civics and citizenship
- Economics
- Geography
- History
 - Read books about place, about history and location
 - Plan a trip using public transport
 - Read the newspaper or watch the news (BTN) and discuss current issues



Real Life Information & Communications Technology

- **Creating** – design a house in Minecraft
- **Inquiring** – investigate Qs or topics using the internet (which websites are trustworthy?)
- **Communicating** – share ideas, work together
- **Protecting** – ensure personal security and respect the rights of others when using ICT
... Ask them to teach you ...



Going shopping?

- Write a shopping list
- Catalogues and money
- Discounts and sales
- Getting there – reading road signs



1/2 Price

<p>\$1.60 SAVE \$1.60</p> <p><small>Arnett's Shapes 160-190g</small></p>	<p>\$1.90 SAVE \$1.90</p> <p><small>Golden Circle Fruit Drink 6 x 250ml \$1.27 per Litre</small></p>	<p>\$3.75 SAVE \$3.75</p> <p><small>Nestle Milo Cerad 660-700g</small></p>	<p>\$4.50 SAVE \$4.50</p> <p><small>Santitas Up & Go or Up & Go Energize 6 x 250ml \$3 per Litre</small></p>
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In the kitchen

- Find a recipe
- (Go shopping)
- Cook the recipe
- Share the food with others
- A little bit of kitchen chemistry

INGREDIENTS

- 3 1/2 cups self-raising flour
- 1 tablespoon caster sugar
- 1 teaspoon salt
- 60g butter, chopped
- 1 1/2 cups milk

METHOD

Step 1 Preheat oven to 220°C/200°C fan-forced. Grease and flour an 18cm x 28cm (base) slice pan.

Step 2 Place flour, sugar and salt in a large bowl. Add butter. Rub butter into flour until mixture resembles breadcrumbs.



Emotional vocabulary

- Help your child name the emotion
- Put it on a scale from “a little bit” to “intense”
- Empathize – share a time when you felt the same emotion
- Think about how this emotion makes us feel in our body
- Think about how our emotions affect our actions and how they affect other people in our house



CONTACT US

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