

COVID-19 AND CHILDREN

A COMMUNICATION GUIDE FOR HEALTH CARE PROVIDERS

Resources for School-Age Children (5 - 11 Years)

COMMUNICATION
BEST PRACTICES

TALKING POINTS

QUESTIONS &
ANSWERS

VISUAL
RESOURCES

ACTIVITIES

National Center for
Disaster Preparedness

EARTH INSTITUTE | COLUMBIA UNIVERSITY



Children's
Health Fund

table of contents

2	overview communication best practices
3	talking points
9	question & answer quick reference
10	visual resource compendium
14	activities
13	glossary



Visit <https://bit.ly/ncdp-gd-3> to access communication guides for:

- Early Childhood (Infant - 4 Years)
- School-Age Children (5 - 11 Years)
- Teens (12-19 Years)

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Note: Web-based resources were live during the time of this guide's publication, but cannot be guaranteed to be active in the future.



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RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

overview

The global pandemic caused by the coronavirus has placed an undue burden on caregivers and health care providers across the globe. With a growing number of resources that have been rapidly created to navigate significant uncertainty, this document aims to serve as an age-appropriate comprehensive communication guide for health care providers to share key principles to help promote healthy behaviors to reduce the impact of COVID-19 throughout their community.

communication best practices

School-age children are likely to have more questions. Keep your explanations simple and factual and give them opportunities to explore their feelings and concerns.

- Use a calm tone, listen to their fears, answer their questions, clear up rumors with facts
- Convey understanding of their feelings and worries
- Emphasize how those who care for them are keeping them safe
- Explore and test their ideas and skills
- Begin to introduce sensitive topics like death, anger, abuse, disability, etc., particularly as they pertain to the pandemic (i.e loss of a loved one)
- Model pro-social actions such as kindness and caring for others
- Offer child-centered stories and characters; Show other children making a difference (realistic heroines and heroes)

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RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

talking points

The table below is a compilation of key health promotion-based actions which a provider may want to reinforce during provider-patient encounters. These actions, which may be specific to a child or their caregiver, are supplemented with evidence-based guiding principles followed by example statements. These statements are intended to be directed to the patient or caregiver and can be used “as is” or adjusted to fit the provider’s communication style or the specific needs of their clients.

Action	Guiding Principles	Example Statements
Promote good hygiene	<p>Children should wash their hands for at least 20 seconds before and after meals, after they go to the bathroom, after they come in from outside, after they blow their nose, cough, or sneeze, and after touching pets.</p> <p>If soap and water are not available, hand sanitizer with at least 60% alcohol may be used. Don’t use baby wipes. Caregivers should safely store hand sanitizer out of reach of children as even a small amount can cause alcohol poisoning.</p> <p>Use facts to explain why consistent handwashing and good hygiene prevents the spread of any germ.</p> <p>Caregivers should be encouraged to follow the same hygiene advice to ensure they are limiting the spread of the virus while demonstrating good practices.</p>	<ul style="list-style-type: none">● It’s important to wash your hands because when we touch doorknobs and other surfaces, we can pick up germs. When we touch our face or eat, those germs can get in our body and make us sick. They can also make people we care about sick too, like friends and family.● There are five easy steps to wash your hands – wet, lather, scrub, rinse, and dry.● Sneeze and cough into your elbow because sneezing into your hands will pass the germs to other people.● Try not to touch your nose, mouth, or face because that’s how the germs can get into your body.● [For caregivers to direct to younger children]: Let’s sing your favorite <insert 20 second song> while you wash your hands!

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RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Normalize the use of masks

Children over the age of 2 should wear a cloth face covering to cover their nose and mouth anytime they are in a public space. All children should show they are able to remove a mask or face covering quickly on their own.

Cloth face coverings should be washed daily after use. Surgical masks should not be washed.

Explain how wearing mask in public is important to protect them and other people from getting sick.

All household members should practice this new normal behavior when around anyone that does not live with them and in public spaces.

- You've probably seen people wearing a mask or cloth over their face. That's because masks help stop the germs. The masks lets air go in and out, but not the germs.
- I know wearing a mask might look funny or be uncomfortable, but it's something we can all do to protect other people by not spreading germs from our mouth.
- **[For caregivers]:** Setting a good example for the children in your household will help everyone feel good about wearing a mask.

Encourage routine

Caregivers should keep normal routines as much as possible to give children a sense of safety and predictability outside of the classroom.

Structure each day. With the usual routines thrown off, establish new daily schedules. Break up schoolwork when possible. Maintain a consistent schedule with bedtimes, meals, and exercise or outdoor activity.

- Wake-up routines, getting dressed, breakfast and some active play in the morning, followed by quiet play and snack to transition into schoolwork.

- Lunch, chores, exercise, some online social time with friends, and then homework in the afternoon.

- Family time and reading before bed.

Caregivers should allow some flexibility in their own routine, prioritize family time, and allow for some unplanned activities every now and then.

- I know you don't like that you can't visit your friends but it will be so much fun when you can again!
- **[For caregivers to direct to child]:** It's time to read for 20 minutes and then we can play <insert child's favorite game or activity>.
- **[For caregivers]:** A regular schedule for your child can improve their sleep at night and a structure provides stability and predictability for you and your child. It also will help improve their overall behavior and ultimately their health.

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RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Be available to answer questions and manage media/internet use

Providers and caregivers should answer any questions their children have but keep the explanations simple and factual.

Children at this age are strongly influenced by what they see and hear at home, in school, and in the media. Access to news should be limited or carefully monitored.

Internet and television use should be supervised and children should be reminded that some of the information they hear might not be accurate. Misconceptions should be clarified through conversation and caregivers should create space for children to come to them with questions.

Provide support to caregivers

Children can sense when family members are stressed or worried. Caregivers should be encouraged to take care of their physical and mental health.

Caregivers should model calmness about coronavirus to minimize anxiety and concerns among children. Limiting household viewing of constant news via various media may help reduce worry about the pandemic.

- What have you heard about the coronavirus? Do you have any questions? (Pause for a response)
- Some people have been getting very sick. Everyone is being extra careful so we all stay healthy.
- **[For caregiver to direct to child]:** You can always come to me if you have any questions.

- **[For caregivers]:** This is a stressful time for everyone. Your health is important for the health of <child name>. Here are some resources that maybe useful. ***Providers should direct caregivers to resources “for caregivers” in the Visual Resource Compendium.**
- **[For caregivers]:** It’s important for you to get enough sleep and eat regular healthy meals. Your health is very important during this time.

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Value safe social and family interaction

In-person activities should be minimized. Adults and family who do not live together should continue to use masks. Virtual gatherings can be built into family routine for family or friends who live far away.

As re-opening continues, in-person activities should be minimized, especially indoors, and adults and family who do not live together are strongly encouraged to continue to use masks.

Even with everyone home together 24/7, caregivers should set aside some special time with their child. They can choose the time, and let their child choose the activity. Just 10 or 20 minutes of their undivided attention, even if only once every few days, will mean a lot to the child. Keep cell phones off or on silent to minimize distractions.

Observe changes in behavior

Providers and caregivers should observe the child's moods and behaviors to see if they are different than usual. Some children may respond with more anxiety than others.

Caregivers can be reminded, if necessary, to not criticize or make fun of their child's fears, particularly in front of their peers.

Caregivers should not try to force their child to be brave. It will take time for them to confront and gradually overcome their anxieties. Encourage children to share their thoughts and feelings and validate their emotions. Some kids might be worried that they will get sick.

- Sometimes people may look funny with a mask on but their mask protects me and you from getting sick, and our mask prevents them from getting sick.
- It's important we stay away from other people to protect ourselves and others from getting sick.
- **[For caregivers to direct to child]:** If you miss your friends or grandma and grandpa, maybe we can schedule a time to visit them on the computer!
- As long as you're wearing a mask and washing your hands like we practiced, you probably won't get sick. Keep up the great work!
- When you feel anxious, talk to a grown-up about it because we can help you. It's ok to be upset sometimes.

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RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Adjust messaging for needs of children with disabilities, access, and functional needs

Providers and caregivers should keep responses and messages to the child's developmental level or abilities, rather than their physical ability or ages.

- **[For caregivers]:** Depending on your child's developmental level, it may be best to not directly talk about the virus but continue to show and promote good hygiene.

Acknowledge the changing information about the virus

Caregivers should know that information about the coronavirus will continue to change continually over the next 12-18 months, or more. Encourage use of known sources of information such as the CDC and American Academy of Pediatrics via [HealthChildren.org](https://www.healthchildren.org).

- **[For caregivers]:** There is still a lot we don't know about the virus and whether or not children can spread the virus or may be at risk for other types of sicknesses as a result. Stay in contact with your health care provider.

Acknowledge the changing information about the virus

Given the scope of this pandemic, it is likely a child may know someone or know of someone who has died as a result of COVID-19. Remind the child that not everyone who gets sick will die. Caregivers can reassure them of their health and let them know how many people in their life care for them.

- **[For caregivers to direct to child]:** It is so sad for all of us that < > died. We loved them very much and it will be hard for us not to have < > in our lives. We miss < > already (accompany hugs).

Support children in doing things to reduce their anxiety and be sensitive that they may not want to talk or think about the deceased because it is too painful.

- **[For caregivers]:** This is not a "one and done" conversation, it should be an ongoing discussion over time. It's ok to get some extra help from a professional if you need it.

Providers should make sure caregivers are taking care of themselves and have support and are connected with social workers and grief counselors if needed.

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RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Address domestic violence or abuse

The pandemic has limited visibility of children to many other mandatory reporters besides healthcare workers. If violence or abuse is suspected in the household, it should be addressed by the provider.

Caregivers may be experiencing more stress than normal right now, especially those with school-age children in the home as they manage economic strain, working from home, and taking on a new role as educator in some cases. That stress may be taken out on a child in the household or between other family members.

Providers can help reinforce coping and self-regulation methods which will in turn benefit children in the household.

If you believe a child is in immediate danger, call 911 or child protectives services.

- **[For caregivers]:** If you feel like you are getting angry and might lose control, try the following:
 - Take a deep breath and count to 10.
 - If the child is crying, place them in a safe place, leave the room, and let the child cry alone for about 10 to 15 minutes
 - Call someone close to you for emotional support.
 - Be patient. Even if you feel frustrated, stay in control and handle the child with care.
 - Call your child's doctor if you need additional assistance or you suspect your child may need medical attention.
 - And if you are having consistent trouble coping or managing your emotions, try contacting a mental health provider. <https://www.mentalhealth.gov/> has some great resources including a hotline.
- **[For caregivers]:** If you are affected by abuse in your home and need support or someone to talk to, you can call the National Domestic Violence Hotline at 1-800-799-7233, or if you're unable to speak safely, you can log onto thehotline.org or text LOVEIS to 1-866-331-9474.

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

question & answer quick reference

It is likely that many providers will hear the same questions, or slight variations of, from multiple patients or their caregivers. The questions listed below represent some anticipated questions along with a simple response to be directed to a child.

What is Coronavirus?

Coronavirus is a new type of germ that is spreading around the world. Getting it can be like getting a cold or the flu. People who are sick usually have a cough, a fever, which means they may feel hot, and have a hard time breathing. Sneezing and coughing can make germs spread through the air and infect someone else even if someone doesn't feel sick.

Will I get sick?

Everybody gets sick sometimes but not many children have gotten very sick from coronavirus. If you get sick, it might be like having a cold or the flu. You will need to be extra careful to protect other people. Healthy food and drinks and lots of sleep will help you get better.

Why can't I see grandma and grandpa?

People who are older or who have other illnesses are more likely to get sicker with coronavirus. That's why we are being really careful to help keep <name> healthy.

Why can't we leave the house?

Sometimes, it's hard for people to know if they have the germs that can make other people sick. But if we stay far away from other people, the germs can't jump from person to person. That is called social distancing.

Why can't I go to school? When will I go back to school?

Everyone needs to work together to help stop coronavirus from spreading to our friends and family. That's why schools are closed and everyone is staying home. You can go back to school when it is safe but we don't know exactly when that will be. The more careful and safer we are now, the sooner we'll be able to see other people and go to school.

Why are people wearing masks?

Masks help stop the germs from traveling around. The mask lets air go in and out, but not the germs. Wearing masks is one easy and kind thing we can all do to help stop the virus from spreading.

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

visual resource compendium

The resource list below has been organized by topic and includes the type (e.g. web-based, video, print), direct url, and source. These resources can be utilized in the client encounter or as takeaways for caregivers.

What is Coronavirus?

The Coronavirus Explained to Children | VIDEO 🎥

This short and simple video animation explains what coronavirus is, how it spreads, and how children can protect themselves (early childhood to school-age).

RESOURCE LINK: <https://www.youtube.com/watch?v=MVvVTDhGqaA>

Source: Eurac Research

What is Coronavirus? An Explainer for Children | VIDEO 🎥

This video explanation teaches young children what coronavirus is and how to keep themselves and others safe (early childhood to school-age).

RESOURCE LINK: <https://www.youtube.com/watch?v=FqaXBtSaiUE>

Source: Ineqe Safeguarding Group

COVID-19 Activity Book | PRINTABLE 📄

A coloring and activity book to help teach children about COVID-19 (school-age).

RESOURCE LINK: <https://www.hopkinsmedicine.org/johns-hopkins-childrens-center/patients-and-families/documents/covid-19-resources-for-families/covid-19-activity-book.pdf>

Source: Johns Hopkins Children's Center

Learn about Coronavirus and COVID-19 Activity Book | PRINTABLE 📄

An interactive teaching guide and activity book for children (school-age).

RESOURCE LINK: <https://together.stjude.org/content/dam/together/en-us/other/covid-19/coronavirus-activity-book-together-english.pdf>

Source: St. Jude Children's Hospital

Washing hands

Handwashing Visual Guide by Save the Children (all ages) | PRINTABLE 📄

RESOURCE LINK: <https://www.savethechildren.org.nz/assets/Uploads/Wash-Your-Hands.pdf>

Source: Save the Children

CDC: Wash Your Hands! | PRINTABLE 📄

This is a simple graphic on the steps of handwashing, produced by the Centers for Disease Control and Prevention (CDC) and relevant for all ages.

RESOURCE LINK: <https://www.cdc.gov/handwashing/pdf/wash-your-hands-steps-8x11.pdf>

Source: Centers for Disease Control and Prevention (CDC)

Stay Safe, Handwashing PSA | VIDEO 🎥

Handwashing promotion and teaching video produced by Cartoon Network (school-age to teens).

RESOURCE LINK: <https://www.cartoonnetwork.com/check-in/video.html?id=d6d078499f9d5ff30fddc876c533557df28dd9e5>

Source: Cartoon Network

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Wearing masks

Wearing a Mask | PRINTABLE

This story teaches children why and when to wear masks and can help younger children overcome the idea that masks are uncomfortable or scary (early childhood to school-age).

RESOURCE LINK: <https://famiestogetherinc.org/forms/covid-19/WearingAMaskStoryforChildren.pdf>

Source: Families Together, Inc.

How to Wear a Fabric Mask Safely | VIDEO

This simple video from the World Health Organization (WHO) explains how to wear fabric masks properly (for school-age and teens).

RESOURCE LINK: https://www.youtube.com/watch?v=9Tv2BVN_WTk

Source: World Health Organization (WHO)

Wearing a Mask Social Story | WEB-BASED

This visual guide and animated social story teaches individuals with autism about wearing a mask to avoid spreading germs. It can also be used for children of all ages without autism and has been translated into Chinese, Russian, Spanish, Arabic, and Burmese (all ages).

RESOURCE LINK: <https://paautism.org/resource/wearing-mask-social-story/>

Source: The Autism Services, Education, Resources, and Training Collaborative (ASERT)

Social & physical distancing

Sesame Street: Practicing Social Distancing with Abby and Rudy | VIDEO

In this Sesame Street short, Abby and Rudy show how they have virtual playdates and find fun at-home activities (early childhood to school-age).

RESOURCE LINK: https://www.youtube.com/watch?v=dsScsu_s8FY

Source: Sesame Street

Time to Come In, Bear | VIDEO

This is an animated story for younger children on social distancing (early childhood to young school-age).

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

Source: Kim St. Lawrence, Children's Author

Two Meters Away – Social Distancing Song for Kids | VIDEO

This song for children teaches about coronavirus and social distancing (early childhood to school-age).

RESOURCE LIST: <https://www.youtube.com/watch?v=3nQgTywKmvQ>

Source: Hopster

What is Social Distancing? | VIDEO

This is an informative animated video explaining social distancing to children (school-age to teens).

RESOURCE LIST: <https://www.youtube.com/watch?v=KXUT62G-lcU>

Source: Cincinnati Children's Hospital

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

Storybooks about COVID-19

COVIBOOK | PRINTABLE

An informative and interactive storybook to support and reassure children under the age of 7. Available in 25 languages.

RESOURCE LINK: https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf

Source: MindHeart

My Hero is You | PRINTABLE

This is a storybook available in over 100 languages for children around the world by the Inter-Agency Standing Committee, to be read by a parent, caregiver, or teacher (early childhood to school-age).

RESOURCE LINK: <https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>

ADDITIONAL LANGUAGES: <https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you>

Source: Inter-Agency Standing Committee

King COVID and the Kids Who Cared | PRINTABLE

A storybook about COVID-19, prevention, and caring for others (early childhood to school age).

RESOURCE LINK: <https://www.autismresourcecentral.org/wp-content/uploads/2020/04/king-covid-and-the-kids-who-cared-abridged-1.pdf>

Source: Autism Resource Central

The Unwelcome Stranger, COVID-19 | WEB-BASED PRINTABLE

A storybook available in 11 languages by Pangea Publishing to provide important public health information through a narrative that empowers caregivers to discuss this subject with their children. The book also includes project-based learning activities (early childhood to school-age).

RESOURCE LINK: <https://www.pangeaeducation.org/the-unwelcome-stranger>

Source: Pangea Education

What is Coronavirus? | PRINTABLE

A social narrative about coronavirus, including symptoms, handwashing, and staying at home, for kids of all ages (all ages).

RESOURCE LINK: <https://littlepuddins.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>

Source: The Autism Educator

Self-care

Talking to your child about change | PRINTABLE

This is an interactive narrative for children about COVID-19 and dealing with emotions and concerns during this period of change (school-age to teens).

RESOURCE LINK: <https://coe-chd-static.uoregon.edu/resources/COVID-19%20Social%20Story.pdf>

Source: Center on Human Development

Coping with COVID-19 | PRINTABLE

A workbook designed to help children and teens cope with their feelings and emotions regarding the COVID-19 pandemic (school-age to teens).

RESOURCE LINK: https://www.childlife.org/docs/default-source/covid-19/coping-with-covid-19-work-book-finalized.pdf?sfvrsn=315c8a4d_0

Source: Association of Child Life Professionals

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

For
caregivers

Keep Calm and Manage Stress | PRINTABLE

A 5-step guide for caregivers on managing stress during COVID-19.

RESOURCE LINK: https://www.who.int/docs/default-source/coronaviruse/healthy-parenting/english-tip-5-covid-19-parenting.pdf?sfvrsn=1b3ee706_6

Source: World Health Organization

Coping with Stress During COVID-19 | PRINTABLE

RESOURCE LINK: https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_8

Source: World Health Organization

Care for Your Coronavirus Anxiety | WEB-BASED

A compilation of research-backed and helpful tools (articles, meditations, access to mental health experts, anxiety screenings, and more).

RESOURCE LINK: <https://www.virusanxiety.com/>

Sources: Shine and Mental Health America

For
providers

Coping with Stress | WEB-BASED

Guidance on how to cope with stress and take care of your mental health.

RESOURCE LINK: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

Source: Centers for Disease Control and Prevention

Healthcare Personnel and First Responders: How to Cope with Stress and Build Resilience During the COVID-19 Pandemic | WEB-BASED

Guidance and resources for providers.

RESOURCE LINK: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/mental-health-healthcare.html>

Source: Centers for Disease Control and Prevention

Managing Mental Health During COVID-19 | PRINTABLE

Mental and behavioral health guidance and resources for physicians and other frontline health care professionals.

RESOURCE LINK: <https://www.ama-assn.org/delivering-care/public-health/managing-mental-health-during-covid-19>

Source: American Medical Association

Guide to Mental Health Resources for COVID-19 for Health Care Providers | WEB-BASED

A compilation of resources and videos with practical recommendations and strategies to alleviate the mental health concerns of health care workers.

RESOURCE LINK: <https://www.massgeneral.org/psychiatry/guide-to-mental-health-resources/health-care-providers>

Source: Massachusetts General Hospital

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

activities

The activities listed here can be provided to children and their caregivers to help reduce stress at home by giving children educational and stimulating activities to build into a daily routine throughout the pandemic.

The 2020 COVID-19 Family Guidebook | PRINTABLE

Activities to help children, teens, adults, and grandparents deal with feelings and changes during the coronavirus pandemic – over 200 games and fun ideas for interactive activities while social distancing (all ages).

RESOURCE LINK: https://www.childlife.org/docs/default-source/covid-19/covid19-family-guidebook-full---4112020.pdf?sfvrsn=62848a4d_0

Source: Association of Child Life Professionals

Week-by-Week Schedules to Help Plan At-Home Lessons and Activities for Kids in Grades Pre-K through 6 | PRINTABLE

RESOURCE LINK: <https://www.savethechildren.org/us/what-we-do/emergency-response/coronavirus-outbreak/resources/weekly-schedules-at-home-learning-grades-pre-k-6>

Source: Save the Children

Relaxation Activities to Do at Home with Kids | PRINTABLE

RESOURCE LINK: <https://www.savethechildren.org/us/what-we-do/emergency-response/coronavirus-outbreak/resources/easy-at-home-relaxation-activities-to-help-calm-kids>

Source: Save the Children

10 Family Learning Activities | PRINTABLE

RESOURCE LINK: <https://www.savethechildren.org/content/dam/usa/reports/emergency-response/10-family-learning-activities.pdf>

Source: Save the Children

Free Educational Websites and Apps | WEB-BASED

RESOURCE LINK: <https://www.savethechildren.org/content/dam/usa/reports/emergency-response/educational-websites-and-apps.pdf>

Source: Save the Children

PBS Kids Daily Activities | WEB-BASED

RESOURCE LINK: <https://www.pbs.org/parents/pbskidsdaily?source=pbsparents>

Source: PBS Kids

Active for Life: Physical Activity Ideas for All Ages | WEB-BASED

RESOURCE LINK: <https://activeforlife.com/activities/>

Source: Active for Life

covid-19 and children

RESOURCES FOR SCHOOL-AGE CHILDREN (5 - 11 YEARS)

The Play at Home Playbook | PRINTABLE

Various games to keep children active at home (early childhood to school-age).

RESOURCE LINK: <https://www.playworks.org/wp-content/uploads/2020/03/Play-At-Home-Playbook-3.27.20.pdf>

Source: Playworks

Online Activity Round-Up | WEB-BASED

Online activities, educational puzzlers, and games (ages 3-13).

RESOURCE LINK: <https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/online-activity-round.html>

Source: Scholastic Corporation

glossary

The definitions listed in this table have been adapted for the intended audience and context of this document.

PROVIDER	▶ An individual that provides any type of health service (e.g. physician, nurse, dentist, mental health worker, social worker).	your surroundings clean in order to maintain good health (e.g. washing hands, coughing into your elbow, house cleaning).
CAREGIVER	▶ A parent or guardian with a primary responsibility to take care of a child (e.g. parent, relative, foster parent, legal guardian). Caregivers may also be temporary in nature but still hold significant responsibility.	HOUSEHOLD ▶ One or more persons living in the same home. This may be a single family, blended family, or another group of people (e.g. roommates).
GUARDIAN	▶ A person who looks after and is legally responsible to care for someone else. Guardian is typically used as an alternative for “parent”.	IMMUNO-COMPROMISED ▶ Someone with a weakened immune system and reduced ability to fight infections and other diseases.
CORONAVIRUS	▶ A type of common virus that infects humans named after its crown-like spikes on the viral particle. There are several different types of coronaviruses, one of which is the novel coronavirus (nCOV-19) identified in 2019 in Wuhan, China.	MANDATORY REPORTER ▶ A person who, because of their profession (e.g. health care workers, child care providers, social workers, mental health providers, law enforcement), is legally required to report any suspicion of child abuse or neglect.
COVID-19	▶ The newly identified respiratory disease, or illness, caused by the coronavirus SARS-CoV-2 (Severe acute respiratory syndrome coronavirus 2).	STIGMATIZE ▶ To disapprove of a person or treat someone unfairly, based on perceived social characteristics commonly related to culture, gender, race, intelligence, and health status.
SOCIAL/PHYSICAL DISTANCING	▶ Maintaining physical space between people not of your household and reducing the number of times people come into close contact with one another to avoid spreading the coronavirus. General guidelines for physical distancing include limiting gatherings of 10 or more people and maintaining 6 feet of space.	COPING STRATEGIES ▶ Specific efforts made to adapt to, manage, or minimize stressful life events.
HYGIENE	▶ Any practices that you do to keep yourself and	[] ▶ Square brackets are used in the “Example Statements” to specify to whom the statements should be directed. If there are no brackets, the statement is intended to be directed to a child.
		< > ▶ Angle brackets are used to indicate that a name or other custom content should be inserted into the statement.