



KS4 Social Isolation - Guidance for Parents

Using your parental judgement, taking into consideration the working environment, your child's ability or time you have to complete the activities with your child, you can decide if you keep the activities as full day projects, or smaller bitesize chunks to enjoy over a longer period of time. This document has been designed to aid parents and families to work together to encourage academic and educational involvement throughout this difficult time.

- 1) Create two mind maps, one to illustrate your understanding of loneliness and the other to demonstrate your understanding of social isolation. (15 minutes)**

To support your child with this activity, provide your perspective of loneliness and isolation to scaffold their learning and understanding. If possible, provide a controversial viewpoint to allow the student to develop their opinions and to understand the whole picture. This could be a collective family activity.

- 2) Find some newspaper articles about the Coronavirus. This is based on tasks such as finding the key words used relating to loneliness, emotive language used, analyse the headline and summarising what the story is about. (45 minutes to 1 hour)**

If possible, provide your child with internet access or access to newspaper reports. These can be monitored by you to ensure they are suitable for educational purposes with a focus on the Coronavirus outbreak. Encourage your child to read the news, watch the news on TV or listen to updates on the radio.

- 3) Using search engines, or your own personal experiences, write a list of 20 reasons or events that would make a person feel lonely in the current pandemic of Coronavirus situation. (15 minutes)**

Encourage your child to ask the opinions of different family members to collect a rounded viewpoint. Question if this differs based on generations, gender or for other factors.

- 4) Using the list of the 20 reasons or events that would make a person feel lonely during the current pandemic, use a scale of 1 to 10 to rate the reasons from the least influential factor for loneliness (1) to the most influential factor for loneliness (10). Write a paragraph underneath the scale to explain your reasoning. (30-40 minutes)**

This could be completed as a whole family exercise. If you have a washing line each of the reasons could be written on scrap paper and ordered using pegs and a washing line. Discuss different opinions within the family. Why are people's opinions different? Does this depend on responsibilities or other factors?





- 5) **Write a diary entry to explain how someone who is lonely might be feeling over a week. See the example below.**

(1-2 hours):

- Day One: The first event happens making the person experience loneliness
- Day Two: A second event happens, making the person feel lonely
- Day Three: The person speaks to a friend who suggests some help
- Day Four: The person seeks further advice on help for loneliness
- Day Five: The person begins using helpful wellbeing techniques
- Day Six: More helpful wellbeing techniques are suggested
- Day Seven: A positive outcome occurs

Your child may need support with the format of a diary. To support your child please show examples of diary entries on the internet or in books. Discuss the language or structural features of a diary. Encourage your child to have breaks in between writing.

- 6) **Create a poster or leaflet that could be distributed during the Coronavirus pandemic or future pandemics to suggest ways to tackle loneliness. (1-2 hours)**

Look at example posters to build resilience for the Coronavirus outbreak within the UK. Please support your child with any questions they might ask about the current situation due to the sensitive nature of the subject. This could be a whole family activity. Encourage your child to ask other family members and question their activities to tackle loneliness to develop in depth thought processes based on activities.

- 7) **The Government has released the following information: Stay at home. Only go outside for food, health reasons or work (where this absolutely cannot be done from home). Stay 2 metres (6ft) away from other people. Wash your hands as soon as you get home. You can spread the virus even if you don't have symptoms. Suggest ways to promote feeling less lonely with positive emotional and physical activities. An example could be to emphasise the importance of finding ways to feel positive through activities that are enjoyable. (30 minutes)**

Encourage your child to watch the news, read the news or look for updates. Take part in physical activities as a family to encourage emotional wellbeing.

- 8) **Create a loneliness network map. Create a thought map which involves everyone you're close to, such as your family or friends. Think about why these people may be experiencing loneliness and how you could support them. Then conduct discussion and research. Check in with your family and friends by giving them a video call. Think about and discuss the following with your family or friends. What is happening now and what might happen next? How can we support our own wellbeing? How can we help to keep others safe? (1 hour)**



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This could be a family activity. Draw or write your family name in the middle of a large sheet of paper. Show the support network around your family and look at where it could be extended to support people close to you to feel less lonely in a difficult situation.

- 9) **Carry out research about things we know and things we can't be sure of, look at what is happening in relation to the Coronavirus and loneliness. (30 minutes)**

Encourage your child to watch the news, read the news or look for updates.

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