



COVID-19 Resource Guide for Parents & Families



Contents

Talking to Children about COVID-19	2
Creating a Schedule and Routine	3
Child Coping Strategies	4
Additional Childcare Resources	5



Talking to Children about COVID-19

- Keep explanations age appropriate
 - Toddlers and preschoolers may have limited awareness about COVID-19, but are likely to notice the impact and changes.
 - [Helpful videos and ways to talk about COVID-19 with young children.](#)
 - [How to answer your child's questions about changes resulting from COVID-19.](#)
 - Early elementary children need simple information about being safe at home and about hygiene practices.
 - [The Corona Virus Free Printable](#)
 - Upper elementary and early middle school children will likely ask questions about safety and what will happen. Be sure to provide basic factual information (e.g., discuss community efforts to prevent germs from spreading through social distancing). These children may need help separating reality from rumor/fantasy
 - [Helpful resource for this age range.](#)
 - Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) manner. Provide honest, accurate, and factual information, as sharing knowledge can help them feel a sense of control.
 - [For older children \(parents should use their judgment on if their child is old/mature enough to understand\), a comic exploring the new Coronavirus.](#)
 - If you can't find the right words to explain COVID-19 to your children, check out [Discussing Coronavirus w Your Children](#) and [Finding Right Words Talk Children Teen Coronavirus](#).
- Monitor exposure to COVID-19 on social media and limit watching media outlets when children are around. Encourage your children to text or email as means of communicating to limit their exposure to information on the internet that may elicit fear or panic.
- Check in regularly with what your children know or may have heard so you can ensure they have accurate information.
 - Share information on how the virus spread and that not every respiratory symptom is COVID-19.
 - Discuss with your children how to prevent the spread, including the purpose of social distancing and washing hands.
 - Talk with your children regularly, particularly about their feelings. Support how they are feeling (e.g., "It is okay to feel scared. What could we do together to try to feel better?" - see coping section for ideas) rather than telling them not to feel a certain way (e.g., "Don't be scared").

- Feelings such as loneliness, boredom, fear, anxiety, stress, and panic are normal reactions to a stressful situation such as COVID-19.
- Refer to the table on pages 4-5 of the [factsheet](#) from NCTSN.
- Encourage good hygiene practice.
 - Wash hands for 20 seconds singing Twinkle Twinkle Little Star slowly.
 - Practice giving fist or elbow bumps.
 - Additional resources include:
 - [wash-your-hands steps](#)
 - [Handwashing-BOY-superhero](#)
 - [Handwashing-GIRL-superhero](#)
 - [Handwashing-Middle-School](#)

Creating a Schedule and Routine

- Emphasize temporariness of social distancing/quarantining
- Keep bedtimes and meals consistent and incorporate physical activity
 - It is important to eat a balanced diet, get enough sleep, and exercise regularly to help keep the immune system strong.
 - Free At Home Workouts:
 - [Beachbody Kids Workouts](#)
 - [LesMills On Demand Workouts](#)
- Schedule in time for learning and for play.
 - Its important to use more than one modality of learning, i.e., not just lectures and worksheets.
 - Taking short breaks are key.
 - Virtual field trips are a fun way to learn
 - [Virtual Field Trips](#)
 - [Learning resources, fun activities, and other virtual field trips.](#)
 - Additional Educational Resources:
 - [Amazing Educational Resources](#)
 - [Wide Open School Online Teaching Resources](#)
- [Guide for additional activity ideas that require limited supplies.](#)
- For children in particular, social distancing should not mean social isolation.
- Make sure children spend quality time with family members within the house. Be sure to facilitate connections with other people that your children care about (e.g., extended relative, friends) through video conferencing, phone calls, texting, and writing letters.

- Parenting Role
 - Remember your job is as parent first – prioritize your role of creating a supportive, predictable environment before educational needs. Children will not learn optimally unless their basic needs are met and they feel secure.
 - Keeping children busy can be helpful, but balancing parental self-care is important, i.e., it is acceptable and encouraged to give age-appropriate independent activities that will keep children occupied so that parents can have a break.
 - Be flexible! If your scheduling doesn't go according to plan, that is okay. Try to get clear on what matters each day and prioritize those things in order to avoid frequent arguments.
- Increase children's self-efficacy, which can promote children having a feeling of agency and control. Give them an active role in various activities, such as providing visual rather than verbal reminders to wash hands (see resources above), assisting in food preparation for the family, and even contributing to community activities (e.g., writing letters or creating art for older adults or sick friends, dropping off items to neighbor's front door).
 - Make a schedule and post it in a place they will see it every day.
 - [Daily Schedule Example](#)

Child Coping Strategies

- Parents should be models for appropriate self-care, including staying connected to family and friends, getting enough rest, and participating in restorative activities (e.g., exercise, reading, meditation, walking)
- Have children practice a mindfulness activity daily to help slow down their minds & bodies. This can help to reduce stress and anxiety while improving well-being, focus, & presence. Examples include practicing yoga, going for a walk, and deep breathing.
 - [Mindfulness Handout](#)
 - Resources for yoga for kids:
 - [YMCA Kids Yoga](#)
 - [20 Minute Yoga for Kids Class](#)
- Grounding techniques, particularly during periods of overwhelm and stress, can help to calm the body
 - [Grounding Guide](#)

Additional Childcare Resources

- The YMCA has lowered their daily rate for school-age pop ups to \$25 per day per child (previously \$45). Spaces are still available; if you are interested please contact Forrest.Perry@YMCATriange.org.
 - [Details on the current Camp Hope sites in both Durham and Wake counties](#)
- The NC Department of Health and Human Services (DHHS) is now offering financial assistance for families.
 - [COVID-19 Parent Application for Financial Assistance for Emergency Child Care](#)
- DHHS is also still running their hotline to connect families with approved, open facilities. **Call 1-888-600-1685** to be connected with a childcare referral specialist.
 - [English](#)
 - [Spanish](#)
- Bright Horizons at Duke Children's Campus still has limited opportunities to sublet spaces for daycare aged children (0-4 years) during the month of April.
 - Contact jenny.humphries@duke.edu if you are interested.