

# Well-being Journal

The journal has been put together by a group of primary advisers, with the intention of sharing some top tips, information, anecdotes and humour with like-minded colleagues, during these challenging times. Please read it in the spirit in which it is intended...

In this journal: Good News Stories; The Power of Positive Thinking; Zoombombing; Keeping Fit and Active; Effective and Positive Homeworking; Random Acts of Kindness; EEF Appeal; Frugal Food; Observe and Listen; Thank you and Contact Details.

A person who has good thoughts cannot ever be ugly.  
You can have a wonky nose and a crooked mouth and a double  
chin and stick-out teeth, but if you have good thoughts it will  
shine out of your face like sunbeams  
and you will always look lovely.



- Written by Roald Dahl. *The Twits*  
- Illustrated by Quentin Blake

Please note that LCC are not promoting or recommending any products, charities, organisations, or books referred to in this journal. The journal is intended to provide an informal collection of items for colleagues to choose to read and, hopefully, enjoy. Items have been checked and referenced where possible.

# Good News from Schools around the County...

**There has been some amazing and uplifting work carried out by schools across the county, and below are a few examples.**

A number of secondary schools across the county using their Design Technology facilities to produce PPE equipment...

**Penwortham Girls' High School.** Three technology staff have made 170 visors and delivered them to local hospitals and care homes, and more are in the pipeline.

Bay Leadership Academy in Morecambe are working hard for Bay Medical, having already donated 200 face masks to the Bay medical group. The school is donating hundreds of disposable aprons, disposable gloves and science safety glasses, and children and staff in school are making face shields and sewing face masks.

Similarly, a small team of enterprising teachers and pupils at Shuttleworth College in Burnley have decided to take positive action to address the current shortage of PPE in healthcare settings and care homes. The school has set up a JustGiving page and so far raised over £1,800 to buy raw materials to make visors and other PPE equipment, with any surplus to be donated to local foodbanks.

Schools interested in doing similar can find out more from the Shuttleworth College website <https://www.shuttleworthcollege.org/crowdfunding/> and anyone interesting in making a contribution to their efforts can do so at [https://www.justgiving.com/crowdfunding/shuttleworthcollege?utm\\_term=nKz534x53](https://www.justgiving.com/crowdfunding/shuttleworthcollege?utm_term=nKz534x53)

And St Mary's Catholic Primary school in Langho, shared this uplifting message with their school community, which we can all relate to



As you may have seen on recent local news, the Duke and Duchess of Cambridge video-called the children of key workers at **Casterton Primary Academy**, in Burnley. The royal couple also thanked the teachers for keeping the school open for children of essential workers during the coronavirus pandemic - even during the Easter school holidays.



# E+R=O (Event plus Response equals Outcome) The Power of Positive Thinking

An article by Debbie Boughen, Primary Adviser

In Paul McGee's S.U.M.O. Your Relationships book, How to Handle Not Strangle the People You Live and Work With, he talks about seven SUMO realities or principles which are worth checking out.

SUMO reality number two is based on the principle 'It's not the **E**vent but how you **R**espond that determines the **O**utcome'.

Not normally a worrier, I have to be honest and share that I have really struggled since the coronavirus outbreak (the **E**vent); partly because my daughter is a Doctor in London working in an acute COVID 19 ward and my other is in Lesbos, Greece working with refugees... I am so worried about them and feel so helpless and so far away!

To help me prevent such worry becoming anxiety (one possible **O**utcome) I have turned to finding the positives in my day (my **R**esponse) and can't recommend this enough to anyone out there who may also be struggling.

For more on these SUMO principles go to <https://www.youtube.com/watch?v=L9e3qMLSIVs>

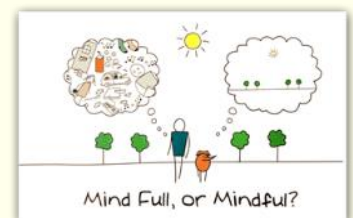
Following the publication of the last Wellbeing Journal, we have received lots of positive feedback and one of our colleagues has started 'journaling' and writes down three positives from their day and tells us what a difference this is making...

Here are some other useful tips that might help YOU.

## TURN ON YOUR BRAIN TAP

Fed up with whirring thoughts?

Take them out of your head and write them on to a piece of paper. For five minutes, write down every thought, as it happens. It doesn't matter if it doesn't make sense- no one else needs to read it! This will help clear all that mental clutter, chitter chatter, so you can focus on what's important. Do it as soon as you wake up to clear your mind for the day or, right before bed, to aid sleep.



## PLAY THE GRATITUDE GAME

Gratitude helps you focus your attention on the positive things that happen every day. When you next sit down for dinner, why not ask everyone in your family (even if this is virtually) the following questions:

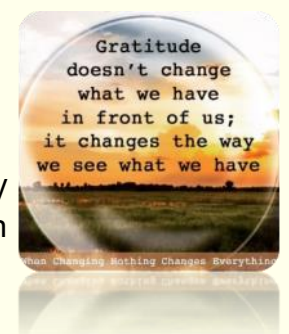
What have you done today to make someone else happy?

What has someone else done today to make you happy?

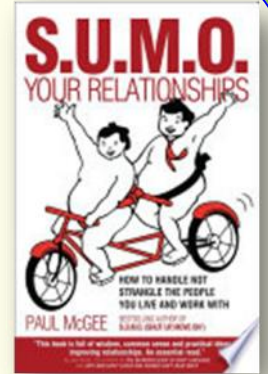
What have you done today to make yourself happy?

How did you feel when you made someone else happy?

You will feel more content and have deeper bonds as a result!



Taken from *feel Better in Five (Penguin Life)* by Dr Rangan Chatterjee



# The Power of Positive Thinking continued...

And some more **LITTLE HITS OF HAPPINESS**, recommended by **Debbie**

**Appreciating what we have right now**  
*Taken from Instagram@lifesrosie*

## EVERYDAY JOY GIVERS

"Freshly washed: sheets

Though part of me rebels against the domesticity of it, the sight of white sheets on the line, dancing in the breeze, gives me a zing of pleasure every time. As does climbing into them every night" says Rosie.

## Notice what brings you joy?

And just in case you need an idea or two to start you thinking...Rosie goes onto describe other everyday things that bring her joy.

## LIGHT

Something so every day and abundant has the power to raise spirits exponentially.

A shaft of sunlight hitting the kitchen table or breaking through the clouds on my morning run. The gentle rays of spring sunshine, the flicker of a candle's flame, the twinkle of fairy lights; all are life enhancing...

## WARMTH

The comforting, cosy weight of a child or dog in your lap, a sun warmed seat, a steaming hot bath with essential oils...

## NATURE

The magnolia's fragile petals in spring, buds filled with promise, newborn lambs gambolling in fields...

## SMELLS

The perfumes and aftershaves that fragranced your teenage years (Anais Anais, Impulse, Obsession. Polo), toast, freshly cut grass, sun lotion...

William Morris said,

'The true secret of happiness lies in taking a genuine interest in all the details of daily life.'

Further reading and research can be found in Exploring What Matters, Action for Happiness  
<https://www.actionforhappiness.org/why-happiness>

## Or, why not try the **ACTION FOR HAPPINESS APP**

Our new [smartphone app](#) is now available:



- > Get friendly daily action 'nudges'
- > Receive inspiring messages
- > Connect with like-minded people

Another good source of positivity and all that is good in the world is Positive News  
<https://www.positive.news/>

## Need to talk?

Get emotional support  
in uncertain times

Call our helpline:  
**08000 562 561**  
[educationsupport.org.uk/helpline](https://www.educationsupport.org.uk/helpline)

Emotional support from  
trained counsellors for  
all education staff.

Free and confidential  
helpline available 24/7.

Use it when you need  
someone to talk to.



# The Power of Positive Thinking continued...

## Compassionate Communication: What is it?

Every day, we can feel upset, hurt or irritated by what someone else says or does. Or we feel that what we are saying or doing is not being understood or recognised. And with those who matter to us, those who are near and dear to us, this is amplified even more. Add to that, the current circumstances we are all living with and the potential for conflict is higher.

Compassionate Communication (also known as nonviolent communication) is a practical exploration into how and why others hear us as they do, and how and why we hear others as we do.

This understanding helps us choose differently in the way we listen and how we express ourselves; and so to a more compassionate and enriching understanding both of others and ourselves.

## Nonviolent Communication: A Language of Life by Marshall Rosenberg Ph.D.

*"Human beings have enormous power to enrich life. We can use words to contribute to people's enjoyment, their wisdom. We can use words that can make life miserable for people. So our words are very powerful. We can touch people in ways that give great pleasure, great nurturing, support. We are powerhouses, and there's nothing we enjoy doing more than to use that power we have to enrich lives. So isn't it wonderful that we have this power and the joy it brings when we use it? That's to be celebrated. Wow! And the more we celebrate that, the less we will be willing to do anything else."* - [Marshall B. Rosenberg, Ph.D.](#)



## What is **Nonviolent Communication**™?

When people experience a high quality of connection and spontaneously feel motivated to create mutually beneficial outcomes. When we feel connected we can enter into relationships of "power-with" rather than "power-over" — and we can use our Nonviolent Communication skills to facilitate the mutual understanding that can take us to win-win outcomes. Sometimes, the easiest way to understand what Nonviolent Communication is, is to take a look at what it isn't....

## What is **Violent Communication**?

Violent communication is what Dr. Rosenberg referred to as "life-disconnected, life-alienated thinking and language." It is precisely this way of thinking and speaking that takes us away from the quality of connection for which we are looking. Violent communication can be seen as the opposite of what Nonviolent Communication is, because it is based on judgment, criticism, labeling and pigeon-holing others, avoiding responsibility and blaming, placing demands, threatening, and having rigid concepts of rightness and wrongness. Violent communication uses static language — in other words, the verb "to be" — in order to know *who is what* and especially who is right and who is wrong, so that then we know who *deserves* to be rewarded and punished! Nonviolent Communication, on the other hand, is a *process language* which teaches you to be in the moment and connect with the deeper values and needs driving people's words and behavior rather than any intellectual diagnosis of "wrongness."

NVC teaches you how to speak your truth or share your perspective in a way that is most likely to lead to harmony than conflict. And it teaches you how to be in the face of uncomfortable statements — like blame, judgment, criticism, or a verbal attack — and listen for the values and needs behind the statement. As a result you are less defensive, are able to stand in a more compassionate place, and are much more likely to defuse any potential conflict

# The Power of Positive Thinking continued...

## The Nonviolent Communication Model

The Nonviolent Communication model is the symbiotic integration of four main components:

**Consciousness** - A set of principles and perspectives that support living a life of compassion, collaboration, courage, and authenticity both within ourselves and in our interactions with family, friends, coworkers, or anyone else with whom we might interact;

**Language** - Understanding how our words, as well as the words of others contribute to either connection or distance, helping or hurting, compromise or conquest in an interaction or situation;

**Communication** - Knowing how to ask for what we want without threatening, demanding or coercing, how to hear others (even in the course of a disagreement) without absorbing self-criticism or blame, and how to move toward mutually beneficial and positive outcomes for all parties involved in an interaction or situation;

**Means of Influence** - Learning how to share our power with others instead of using our power over others, in order to facilitate an environment where all parties feel equally honored, valued, respected, and safe.

The Nonviolent Communication model can be effectively employed to enrich and nurture parenting & familial relations, friendships & relationships, workplace interactions, the educational process, and any other situation in which we interact with others. Using the Nonviolent Communication model in our everyday lives can help facilitate an empathic and supportive emotional environment for ourselves and those we value.

## The Nonviolent Communication Process

Any communication model has at least two parts: speaking and listening, also known as giving and receiving. In NVC we call these "honesty" and "empathy."

The Nonviolent Communication process consists of four components. Each of these four falls under *empathy* (how I listen) as well as under *honesty* (authentic and genuine self-expression). Because communication involves your own as well as the other person's perception, worldview, and interpretations, we use honesty and empathy to create a "dance of connection" — in which we use our Nonviolent Communication skills to exchange the information necessary to both feel more connected and bring about outcomes that are mutually beneficial.

The four components of the Nonviolent Communication process are:

**Observations** - How your perceptual observations and the observations of others — the neutral facts — provide a foundation to know what are we talking *about* — and eliminate confusion about the particular stimulus in any given situation or interaction;

**Feelings** - The information our body and mind give us regarding whether our values and needs are fulfilled in a given interaction. They provide a powerful point of connection to help us understand another's experience, or communicate our own;

**Needs** - Universal Human Needs also known as core human motivators; when you distill any conflict to the level of Universal Human Needs, now people can see each other's' humanity which begins the healing and reconciliation process and provides a solid foundation for win-win solutions;

**Requests** - Taking responsibility for what we actually want by expressing a request rather than a demand. Hearing another's request as such, and knowing that we still have choice.

The screenshot shows a mobile browser interface with the URL [nonviolentcommunication.com](http://nonviolentcommunication.com). The page content is titled "How You Can Use the NVC Process" and features a diagram of the NVC process. The diagram is a circular flow with four main stages: OBSERVATIONS, FEELINGS, NEEDS, and REQUESTS. Each stage has a corresponding description and a sample sentence. The text is presented in a two-column format, with the left column describing the stage and the right column providing a sample sentence. The diagram is a circular flow with four main stages: OBSERVATIONS, FEELINGS, NEEDS, and REQUESTS. Each stage has a corresponding description and a sample sentence. The text is presented in a two-column format, with the left column describing the stage and the right column providing a sample sentence.

Clearly expressing how I AM without blaming or criticizing	Empathically receiving how YOU ARE without hearing blame or criticism
<b>OBSERVATIONS</b> 1. What I observe (see, hear, remember, imagine, free from my evaluations) that does or does not contribute to my well-being: "When I see, hear, ..." <small>(Observation implies value-giving impact)</small>	1. What you observe (see, hear, remember, imagine, free from your evaluations) that does or does not contribute to your well-being: "When you see/hear ..." <small>(Observation implies value-giving impact)</small>
<b>FEELINGS</b> 2. How I feel (emotion or sensation rather than thought) in relation to what I observe: "I feel ..."	2. How you feel (emotion or sensation rather than thought) in relation to what you observe: "You feel ..."
<b>NEEDS</b> 3. What I need or value (rather than a preference, or a specific action) that causes my feelings: "... because I need/value ..."	3. What you need or value (rather than a preference, or a specific action) that causes your feelings: "... because you need/value ..."
<b>REQUESTS</b> 4. The concrete actions I would like taken: "Would you be willing to ... ?"	4. The concrete actions you would like taken: "Would you like ... ?" <small>(Observation implies value-giving impact)</small>

© Marshall B. Rosenberg. For more information about Marshall B. Rosenberg or the Center for Nonviolent Communication please visit [www.CNVC.org](http://www.CNVC.org).

# Zoombombing! A Cautionary Tale

James Wright, Primary Adviser

**Following the previous journal's article around video-calling, I thought it may be of interest to follow up by reflecting upon the recent fortunes of video-conferencing provider Zoom, which has taken something of an onslaught in recent weeks with regards to security concerns including the targeting of Zoom meetings for conference hijacking or 'zoombombing'.**

As more of us use conference calls with family and friends during the current lockdown, knowing that our conversations and digital security are safe, private and secure is a central tenet of our mental well-being. As digital users we need to feel confident by taking ownership of our privacy settings. The meteoric rise of Zoom outlines the persistent dilemma of usability versus security that has to a large extent defined and restricted the impact of digital technology in our schools in recent years. As such it is a powerful and to some extent a cautionary tale.

People like to use Zoom, it's free (paid options are available) and easy to set-up and fun to use, in fact it boasts an astonishing rise in its active monthly users since the current Covid19 crisis began (from about 10 million to 200 million in recent weeks) largely down to an explosion in use by remote working and remote learning. So, what could possibly go wrong? To make a 'real-life' analogy, arranging a meeting in a Zoom conference (as with many other APPS) is akin to hiring a digital meeting room, or indeed classroom, in someone else's school or public building. Of course, we may be happy to meet up in a café or park or other public area for informal get togethers but often, for schools or business, safety, security and privacy are tantamount, and we would probably always risk assess the venue prior to meeting there and take appropriate measures to secure it. Just as we would ensure that physical meeting spaces are not accessible to the public, that they have doors that lock if required and our conversations cannot be overheard or recorded, we should have similar expectations for our digital conversations.

When joining a video conversation, we are creating data that sits upon a global network of remote computer servers. Here, this data should stay in Europe, where it is currently protected by European data protection laws, however recently because of the huge rise in its traffic, Zoom's network was found to redirect users' data---- to Chinese servers, the nearest data centres with available capacity. -- Zoom's digital spaces have had privacy vulnerabilities linked to how its data is encrypted and in addition, there have been claims that previously recorded user-videos, deleted by the user, remained accessible in Zoom's cloud for hours following the conference. Most recently, there have been numerous reports of virtual intruders disrupting Zoom classes and school meetings. Uninvited guests have hijacked video calls, sharing pornographic images or using insulting and on occasion racist language to close the class. Those successful in disrupting sessions have subsequently recorded and posted video of the chaos on social media. Some forums have been used to coordinate these disruptions, advertising passwords to known 'vulnerable' sessions. Finally Zoom has been accused of allowing partners such as Facebook to access its user's data.

Zoom have acted robustly to address many of these concerns that had led to many colleges and education districts in the United States to ban Zoom. Zoom have produced the following article in their blog 'Best Practices for Securing Your Virtual Classroom'

<https://blog.zoom.us/wordpress/2020/03/27/best-practices-for-securing-your-virtual-classroom/>

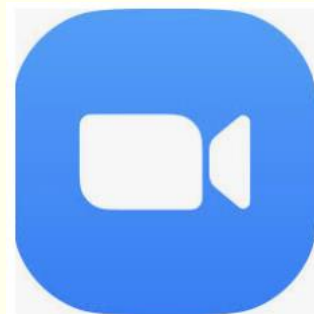
This includes very pertinent advice to; lock your virtual classroom; control screen sharing; enable the Waiting Room; lock down the chat and to remove a participant.



# Zoombombing! A Cautionary Tale

continued...

The reality is that as with many other applications, social media and software, many of the current issues surrounding Zoom come back to its users not implementing the privacy settings before using the software. Time and again this is the core problem we encounter when dealing with online safety concerns. The issue isn't necessarily a security flaw, the problem is how people handle 'public' activity. Sharing Zoom links and similar information on social media or other forums make it public property. Publicly posting a meeting ID is like leaving your front door open and posting invitations about town. For most casual users, security is not an issue with Zoom. It's about how we use Zoom. Users can restrict meetings to people with authenticated accounts only, set meeting passwords, send meeting links privately, etc. There are any number of ways to use it securely. These are universal truths when using technology, particularly within schools. Often a perceived solution can quickly gather enormous momentum, practice race ahead of policy and the rest is history.



Zoom's chief executive recently announced:

*'When it comes to a conflict between usability and privacy and security, privacy and security [are] more important ... We're going to transform our business to a privacy-and-security-first mentality.'*

For a complete and comprehensive review of safe remote learning and key safeguarding concerns in relation to video conferencing the following link has been provided by the South West Grid for Learning

<https://swgfl.org.uk/resources/safe-remote-learning/video-conferencing-for-kids-safeguarding-and-privacy-overview>

Article by James Wright—Primary Adviser

## Something Inspirational to Watch...

**A 99-year-old war veteran has raised more than £18m for the NHS and has been hailed as a "one-man fundraising machine" by the Duke of Cambridge.**

Captain Tom Moore originally aimed to raise just £1,000 for NHS Charities Together by completing 100 laps of his garden before his 100th birthday, and more than 890,000 people have now made donations to his JustGiving page. The petition, which was set up earlier this week, has received more than 505,000 signatures after his efforts grabbed the nation's attention.

According to the BBC, as he finished the challenge on Thursday, Capt Tom said it was "an absolutely fantastic sum of money".

In a tweet, he said he would be doing "less walking" on Friday but would be talking to TV channels in the United States, Argentina, Europe and the Middle East.

**Information from BBC News 17.4.20**



The story of Captain Tom, the 99-year-old who raised more than £18m for the NHS



# Keeping Fit and Active at Home

## MORE Apps and links for wellbeing and relaxation

Taking exercise during lockdown is important for your mental and physical health. There are a wide range of resources and apps available, focusing on weight training, yoga, Pilates, dance and much more. The link to Sport England provides loads of really useful info for all ages and abilities.

<http://www.sportengland.org/stayinworkout>



## Some of our favourites include:

### Yoga with Adriene (YouTube)

Easy to follow yoga and mindfulness videos at no cost. Yoga is great for the body and mind. It is perfect for those feeling anxious as the need to focus on breathing will transport your mind elsewhere.



### The girl with the Pilates mat (YouTube)

Pilates' expert, Rachel Lawrence, offers a diverse range of classes from beginner to advance.



### Daily Yoga (Daily yoga.com)

Daily yoga has a range of video classes that cater to practitioners across different levels.



### Headspace (headspace.com)

Headspace has over 500 themed meditations that cover stress, anxiety, mindfulness and sleep. There are free basic meditation options but there is also a subscription for more options.

### Joe Wicks The Body Coach (YouTube)

As well as the Daily PE lesson, Joe Wicks also offers a range of short workouts at different ability levels.



### Couch to 5K (NHS)

The government allows one walk or run a day as long as the 2 metre distance rule is kept. Aim for 10,000 steps a day or download the NHS Couch to 5K for a greater challenge.



### The Strengthening Minds Guide to Staying At Home

<https://www.strengtheningminds.co.uk/>



<https://www.listening-books.org.uk/>



"The companionship and delight of a voice telling stories is incomparable. Listening Books distributes pure, undiluted pleasure and friendship. Not many schemes can make such a claim."  
**Stephen Fry, patron**  
Listening Books  
Registered charity no. 264221

# Effective and Productive Home Working

## Some top tips about working from home effectively and productively

**Choose a workspace.** If you like working in an office, and you are more productive in that environment, then you can replicate this in your home too. It's understandable that, sometimes, if you are working in spaces that are associated with relaxation and family time, then you are likely to get distracted. It does not have to be a dedicated room that you make into your home office, but a dining table, breakfast bar, or even coffee table will work.



**Pretend you're going into the office.** Some may prefer to sit in their pyjamas all day – just beware of the perils of video calls! But most agreed that to get yourself motivated - its best to maintain a routine - get up at a normal time, get ready and dressed, take the kids to school if you need to, come home and get stuck in.



**Create the right environment.** It can sometimes get lonely when you work from home – even if you are talking on the phone or video calling. The buzz of the office is something you do not expect to miss when working remotely. When you are not on a call there is no harm in keeping yourself company with a bit of background noise that isn't too distracting.



**Try not to be distracted by social media.** We know it can be tempting, and its always good to take a break, but unless you are in marketing and need access to social media, it may be an idea to log out of all your accounts while you're working. Whether social media is addictive is a topic of much debate, but certainly when working from home it can be a distraction. By signing out of your accounts and deleting any shortcuts you have on your desktop, you will limit that temptation.



**Work when you're most productive.** People are more productive at different times of the day and working from home, whilst balancing other requirements of your time, means you use this to your advantage. Some people will still have set working hours but if you feel most productive and energised in the mornings - start that bit earlier and finish a little earlier.



**Set start and finish times (as much as you can).** Working from home can be tricky when it comes to timings, especially when you have childcare and other caring responsibilities. People are often fooled by the fact that they can work from home to get a better work-life balance, but this does not tend to be the case, as you can easily become engrossed in the work you are doing. Setting a definitive start and finish time can help you to combat this issue. It also will help your team members know when



**Schedule your day** It is important, even if you are not the most organised person, to have a plan of action. Give yourself a purpose to keep you on track. Without a schedule you may find yourself lost or doing 'bits and pieces'. Plan out your day.



**Take breaks** Working from home does not mean you cannot stop for lunch, to make yourself a drink or to take time away from your screen (put your washing in, go for a walk). Plan your breaks into your schedule and make sure you stick to them.



# NHS and WHO—Improve Mental Well-being

The NHS have developed resources to help improve your mental well-being.

Their top tips include:

- Reframe unhelpful thoughts
- Be in the present
- Connect with others
- Get good sleep
- Live a healthy lifestyle
- Do something for yourself

For more information, go to:

<https://www.nhs.uk/oneyou/every-mind-matters/top-tips-to-improve-your-mental-wellbeing/>



## Both the NHS and World Health Organisation have shared the following advice

Plan practical things – Making sure you have household supplies, supporting family or elderly neighbours

Connect with others - Maintaining healthy relationships with people you trust is important for your mental wellbeing – whether it's people you see often or reconnecting with old friends.

Talk about your worries - It is quite common to feel worried, scared or helpless about the current situation. Remember, it is OK to share your concerns with others you trust – doing so could help them too. Or you could try a charity helpline such as Anxiety UK, CALM, MIND and the Mental Health Foundation.

Look after your body - Our physical health really affects how we feel. Try to make sure you eat healthy, well-balanced meals, drink enough water and exercise regularly.

Stay on top of difficult feelings - Concern about the coronavirus outbreak is perfectly normal. However, some of you may experience intense anxiety that can affect your day-to-day life. Try to focus on the things you can control, such as how you act, who you speak to and where you get information from. It's fine to acknowledge that some things are outside of your control, but if constant thoughts about the situation are making you feel anxious or overwhelmed, there are some things you can try to help manage your anxiety such as mental wellbeing audio guides.

Don't stay glued to the news - Try to limit the time you spend watching, reading or listening to coverage of the outbreak - think about turning off breaking news alerts on your phone. If you still want to keep updated, set yourself a specific time to read updates or limit yourself to checking a couple of times a day and always use trustworthy sources – such as GOV.UK or the NHS website – and always fact-check information from the news, social media or other people. It is also worth muting anything on social media which is triggering

Carry on doing things you enjoy

Take time to relax and avoid burnout - With weeks and months of the coronavirus pandemic ahead, it is important to have down time. This can help with difficult emotions and worries, and improve our wellbeing. Relaxation techniques and exercise can also help deal with feelings of anxiety and MIND recommends continuing to access nature and sunlight wherever possible within our social distancing guidelines.

Create a daily routine - Life is changing for a while so while we all stay at home, we are likely to see some disruption to our normal routine. Think about how you can adapt and create positive new routines and set yourself goals. You might find it helpful to write a plan for your day or your week.

Look after your sleep - Good-quality sleep makes a big difference to how we feel, so it's important to get enough. Try to maintain your regular sleeping pattern and stick to good sleep practices.

# Random Acts of Kindness

## Random acts of kindness during the coronavirus outbreak (From Mental Health Foundation)

- ✦ Call a friend that you haven't spoken to for a while
- ✦ Tell a family member how much you love and appreciate them
- ✦ Make a cup of tea for someone you live with
- ✦ Arrange to have a cup of tea and virtual catch up with someone you know
- ✦ Help with a household chore at home
- ✦ Arrange to watch a film at the same time as a friend and video call
- ✦ Tell someone you know that you are proud of them
- ✦ Tell someone you know why you are thankful for them
- ✦ Send a motivational text to a friend who is struggling
- ✦ Send someone you know a joke to cheer them up
- ✦ Send someone you know a picture of a cute animal
- ✦ Send an inspirational quote to a friend
- ✦ Send an interesting article to a friend
- ✦ Contact someone you haven't seen in a while and arrange a phone catch up
- ✦ Spend time playing with your pet
- ✦ Reach out to call a friend, family member or neighbour who is experiencing loneliness or self-isolation
- ✦ Donate to a charity
- ✦ Lend your ear – call a colleague and ask how they're finding the change in routine
- ✦ Give praise to your colleague for something they've done well
- ✦ Arrange to have a video lunch with a colleague
- ✦ Send an inspirational story of kindness people around the world are doing for others to someone you know
- ✦ Donate to foodbanks
- ✦ Offer to skill share with a friend via video call - you could teach guitar, dance etc.
- ✦ Offer support to vulnerable neighbours
- ✦ Offer to send someone a takeaway or a meal



## 15 things to do during lockdown

- Keep up to date with the latest research from the Educational Endowment Fund <https://educationendowmentfoundation.org.uk/>
- Start an online Book Club.
- Choose a group of like minded friends. Pick a time on Zoom or skype. Make some ground rules (eg agree to disagree). Pick the first book. Get started.
- Watch a film. OpenCulture has a list of 1150 free films you can watch online now. <http://www.openculture.com/>
- Watch a documentary. Documentary Tube is a good place to start for recommendations <http://www.documentarytube.com/>
- Write a novel. If you are stuck for ideas Future Learn have a free online course ([www.futurelearn.com](http://www.futurelearn.com))
- Paint with Bob Ross (You Tube) - The joy of painting.
- Visit the British Museum <https://blog.britishmuseum.org/how-to-explore-the-british-museum-from-home>
- Look at Google **Arts & Culture** which features content from over 2000 leading museums and archives. <https://artsandculture.google.com/>.
- Get a penpal – online or snail mail <https://www.globalpenfriends.com/>
- Learn a language with free app duolingo <https://www.duolingo.com/>
- Visit the theatre. The National Theatre is streaming a number of its live performances. All streamed productions will be free and screened live every Thursday at 7pm and will then be available on demand for seven days on the National Theatre's [YouTube channel](#).
- Learn to cook (or experiment more in the kitchen)
- Plan your next holiday
- Play some board games
- Make your wish list for life post lockdown

# Education Endowment Fund and Sunday Times Appeal

**The EEF in conjunction with the Sunday Times, have re-launched an appeal aimed at supporting schools serving disadvantaged communities through the COVID-19 crisis, during the holiday period.**

Last Christmas, [over £1 million](#) was donated by Sunday Times' readers to the EEF to support schools serving disadvantaged communities during the holidays.

The appeal has recently been re-launched.

The money raised will support charities and schools in their efforts to get the best help to those who need it most in the coming weeks and months:

- Working to ensure no child goes hungry.
- Providing practical guidance and resources for home learning.
- Catch-up teaching for children at risk of falling behind.

**Professor Becky Francis**, the EEF's chief executive, comments:

"The combination of economic hardship and school closures caused by the Covid-19 health crisis will have a potentially devastating impact on the poorest children and young people in our society.

"It's vital, then, that we do all we can to alleviate this impact.

"Readers of The Sunday Times responded wonderfully to our Christmas appeal. I know this is an uncertain time for many. But if you are able to support this new appeal - to help the charities and schools working to make life better for our most disadvantaged children and young people - I invite you to do so today."

For more information, follow the link:

<https://educationendowmentfoundation.org.uk/news/supporting-schools-through-the-covid-19-crisis-eef-and-sunday-times-launch-new-appeal/>



# Frugal Food

With shopping bringing its own challenges and the phenomenal amounts of food we seem to be getting through each day, as we work and educate from home, here are a couple of tasty, frugal recipes.

## Potato Peel Crisps

Don't discard your peelings from potatoes and root vegetables. Instead, wash and dry them, then toss them in olive oil and seasoning of choice, and roast them in the oven until crispy. Great snacks for hungry family members! (Add a touch of chilli to spice them up a bit!)



Photo: [veganonboard.com](http://veganonboard.com)

## Banoffee Flap Jacks

Don't waste over-ripe bananas. Instead, use them up in this lovely, chewy flapjack recipe.

Half a cup of butter, 2 tablespoons of soft light brown sugar, 5 tablespoons of golden syrup, 2 cups of porridge oats, 1 banana.

Simply, heat butter, sugar and syrup in large saucepan until melted. Add oats and a mashed up banana and mix well. Cover a baking tray with buttered baking paper, spread mixture over evenly and bake at 180 degrees for about 15 to 20 minutes or until golden brown. Cut into squares whilst the mixture is still warm but don't try to move it until it has cooled, as it will still be tasty but will break up easily! Once it is cool, serve and enjoy! Add sultanas and seeds for extra crunch and texture.



Photo: [Gourmetmum.tv](http://Gourmetmum.tv)

Tried and tested recipes, courtesy of a primary adviser and mother to two very hungry boys!

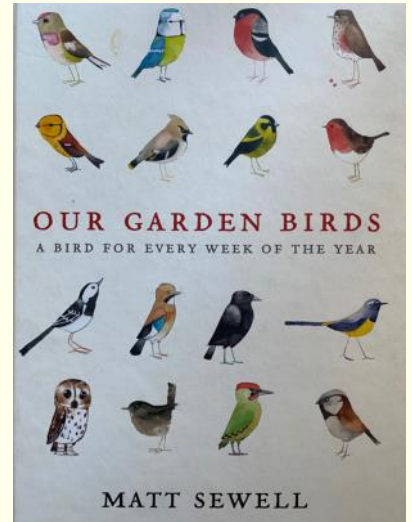
# Take a Moment to Observe and Listen

Whether you are in self-imposed isolation or working in schools with children, now is a lovely time to take a moment to watch and listen to the wonderful world around you.

This delightfully illustrated and narrated book about our garden birds, by Matt Sewell, provides us with some useful, although often whimsical, descriptions of the birds we see and hear but perhaps don't observe or listen to everyday. Here are a few examples:

## Blue Tit *Cyanistes caeruleus*

It's only right to start off with my favourite garden bird, the Blue Tit. What a plucky and resourceful chap: always drinking your milk, feasting at your bird table and getting cosy in your nest box. He loves us as much as we love him.



## Wren *Troglodytes troglodytes*

Like Blackbirds, gnomes and roses, no British garden is complete without a Wren. A tiny, busy, hardy bird that won't mind telling anybody of any shape or size to sling their hook. With a voice that can cut through glass, Wrens rule their corner of the garden. But despite all their boisterousness and front, there is no cuter sight than a family of young wrens moving through the undergrowth, like a moth gently being followed by pieces of soot.



## Chaffinch *Fringilla coelebs*

Very pretty but common as muck. The scrounger of crisp crumbs, they loiter round car parks at beauty spots, and even before you've got your boots off they're on your car and after your lunch. Not that they will take any bits from your hand, they're not that brave.

## Goldfinch *Carduelis carduelis*

There's nothing more delightful than a charm of Goldfinches, chiming from thistle to thistle and branch to branch. And if you see one you can rest assured that there will be a whole jolly troop on its way. I reckon it would be all right being a Goldfinch.

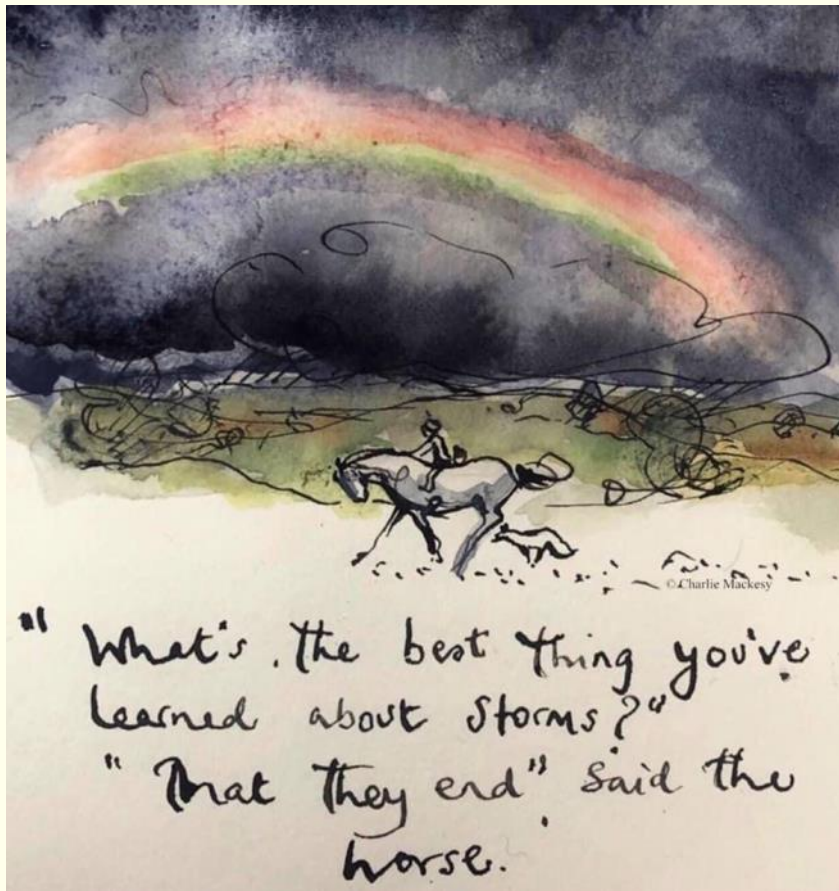


For more information on this and other books in the range go to:

<https://www.mattsewell.co.uk/books>

# And finally...

Charlie Mackesy (author of *The Boy, the Mole, the Fox and the Horse*) has produced this artwork to help us through the Coronavirus outbreak.



We hope you have found the journal useful and uplifting and thank you to everyone who has contributed.

If you have any suggestions for further content, please email:

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And, some examples of contemporary greeting cards, to make you smile, available from:

[https://  
www.rosiemadeathing.co.uk/](https://www.rosiemadeathing.co.uk/)

