



National and Kapodistrian University of Athens  
Department of Psychology  
LABORATORY OF SCHOOL PSYCHOLOGY

<http://www.centerschoolpsych.psych.uoa.gr/index.php/en/>

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# Reconnecting at Home



## Our Stories

## Activities

**that aim to strengthen social and emotional connections in the family in order to promote resilience during school closures happening due to the global pandemic**

## Introduction

We are all experiencing special circumstances in our everyday life, as we have to stay at home for a long period of time, to protect ourselves and those around us.

The activities recommended in this document are part of a series of useful informative and educational material (both in Greek and English), developed by the Laboratory of School Psychology. The activities are developed for students, teachers, families, and adults that take care of children during the period of school closure due to the COVID-19 pandemic (please see an overview of the material here). Specifically, the activities “Our stories” have been adjusted from the distance learning material “Reconnecting to the school, the e-stories in the classroom” so that they can be used by the family.

Within the context of the wider difficulties that we are facing and our multiple daily roles and responsibilities, the need to strengthen social and emotional relationships in the family, to identify our strengths, and to activate our social support is evident, with the aim to foster children’s resilience.

Acknowledging the challenging and demanding experiences of adults, due to the multiple roles and responsibilities in the current daily life (e.g., working from home, assisting children with homework, doing the housework, taking care of relatives, etc.), we present a series of activities that we hope will support our undergoing work which pertains to helping children during challenging times with sensitivity, creativity, and lots of hard work.

We hope that we will soon return to our everyday life, with our daily routines, habits, and pleasant moments, feeling stronger and proud of our children and ourselves, that once again we have made it!

Chryse (Sissy) Hatzichristou, Ph.D.

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Chair of the Department of Psychology

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Department of Psychology

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## ACTIVITY 1

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### “All together, connected”



In the activity “All Together Connected”, the family is encouraged to share ways in which each family member manages daily life during the “**Staying at Home**” period. We start by filling out Worksheet 1 individually. In turn, we have a family discussion, sharing the message that even in a difficult situation, like the one we are experiencing at the moment, we have the potential to enjoy ourselves, we have strengths and sources of social support.

|              |   |
|--------------|---|
| <b>Goals</b> | <ul style="list-style-type: none"><li>✓ Exchange thoughts, ideas, suggestions within the family, that can support us during an emotionally challenging situation.</li><li>✓ Identify strengths and sources of social support (family, peer group, significant others) to cope with daily life</li></ul> |
|--------------|---|

# WORKSHEET 1

## “All together, Connected”

*Thinking Remembering Responding*

A. In the last week, I succeeded in...



.....

.....

.....

.....

B. Which personal characteristic(s) helped me succeed?

.....

.....

.....

.....

C. What else or who else helped me succeed?



.....

.....

.....

## ACTIVITY 2

### “Our family strengths”



Remember and share with each other what the family has achieved during this period. You could use examples that were mentioned in Activity 1, aiming to discover the family’s strengths/ characteristics (please see Worksheet 2). By synthesizing these points, you could create a poster/ video/ songs about the family capabilities and share the final result with friends/ other family members.

#### Alternative applications of the activity:

#### For younger children:

The “superhero” family!

Create a story/comic book, starring family members as superheroes. What are the superpowers of each character? What superpowers do they have when they are all together?

#### Goals

- ✓ Identify family strengths and sources of social support to manage daily life.
- ✓ Highlight the importance of trust to oneself and of making use of sources of support to achieve daily goals, as well as the importance of preserving children’s optimism for the future.

## WORKSHEET 2

### “All together, Connected”

*Thinking Remembering Responding*

A. In the last week, in our family, we succeeded in...



.....

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.....

B. Which family characteristic(s) helped us succeed?



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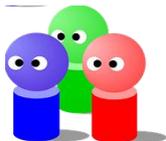
C. What else or who else helped us succeed?

.....

.....

.....

D. Our family strength is...



.....

.....

## ACTIVITY 3

### “Plan our day”



It is important to organize our daily schedule, during a period when typical habits and routines have changed.



In the activity “**Plan our day**”, the whole family is encouraged to organize their time at home.

At first, each member independently fills out Worksheet 3 and creates his/her own daily schedule. Then, you can combine all the individual schedules on a cardboard, which you can place at a visible spot in the house. You can note shared activities that you enjoy doing as a family, and create reminders on the cardboard for them. You could also draw, use photos, or use your own creative ideas to represent activities that you enjoy doing together as a family.

#### Goals

- ✓ Highlight the importance of organizing our daily routine.
- ✓ Identify helpful activities and routines through collaboration with all family members.
- ✓ Promote self-organization in order for family members to maintain a sense of control that is essential in a period of uncertainty.
- ✓ Foster teamwork and collaboration between family members.

# Worksheet 3

## “Plan our day”

*Thinking Remembering Responding*

1. Describe a typical day during this “stay-at-home” period. What are my daily activities?



.....  
.....  
.....

2. Which is my favorite moment or activity during the day?



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.....  
.....  
.....

3. In what ways is it helpful to have a schedule during the day?



.....  
.....  
.....

4. In what ways would it be helpful to have a family schedule?

.....  
.....  
.....

5. What is my next goal for my daily schedule? What do I want to include?



.....  
.....  
.....

## Worksheet 4

| Things I have to do today...   |  |                                | ✓ |
|--|--|--------------------------------|---|
| <b>Morning</b><br>  | Time: e.g. 9:00-10:00  | e.g. attending online classes  |   |
|  | Time: e.g. 10:00-11:00   | e.g. doing my e-class homework |   |
|  | Time: e.g. 11:00-12:00   | e.g. watching TV               |   |
|  | Time: e.g. 12:00-13:00   | e.g. listening to music        |   |
| <b>Afternoon</b><br>  | Time: e.g. 13:00-14:00   | e.g. lunch time                |   |
|  |  |                                |   |
|  |  |                                |   |
|    |  |                                |   |
|  |  |                                |   |
|  |  |                                |   |
| <b>Evening</b><br>  |  |                                |   |
|  |  |                                |   |
|  |  |                                |   |
|  |  |                                |   |
| <b>Remember to include in my day:</b> <ul style="list-style-type: none"> <li>✓ attending online classes</li> <li>✓ doing homework for my e-classes (children)/ helping children study (adults)</li> <li>✓ fun activities: e.g., boardgames</li> <li>✓ relaxing activities: e.g., listening to music, reading books, watching movies</li> <li>✓ physical exercise: e.g., exercises at home</li> <li>✓ relaxation: sleep</li> <li>✓ mealtimes</li> <li>✓ contact with my friends and people I love e.g. chatting with my friends, calling grandma/grandpa&amp; anything else I have chosen to do during this period at home</li> </ul> |  |                                |   |
| <b>What did I enjoy the most today?</b><br>-----<br>-----  | <b>Don't forget to include in my schedule tomorrow</b><br>.....<br>..... |                                |   |

## ACTIVITY 4

### “One box full of solutions”



In the activity “One box full of solutions” the family shares strategies that help them cope with difficulties and distressing feelings that they may be experiencing while we are “staying at home”.

Start by discussing all together about the everyday difficulties during this period (e.g., using the computer, distance learning and completing homework, parents working from home, organization), as well as about the strategies that help the family overcome such difficulties and that make family members feel better. You could use Worksheet 5 to complete this part of the activity. In turn, identify the helpful strategies that help us overcome difficulties and write the ideas that you have on colored papers, or fill in Worksheet 6 and put them/it in a box (you could use a shoebox that you have colored and decorated all together). This box is now the box full of solutions, created by the family for the family.

#### Goals

- ✓ Help children realize that we might all be experiencing similar difficulties and feelings during this challenging period.
- ✓ Understand that when the family is facing difficulties and experiences distressing feelings, there are things the family can do to help them cope and feel better.
- ✓ Try new ways to cope with difficult situations and feelings by making use of the range of helpful coping strategies that the family members will have co-created.

# WORKSHEET 5

## “All together, connected”

*Thinking Remembering Responding*

A. Over the last week, one thing that was hard for me was...



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.....

.....

B. What did I do to overcome this difficulty?

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.....

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C. What else could I have done?



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.....

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.....

**Who could have I asked for help? .....**

.....

## WORKSHEET 6

### “One box full of solutions”

*Thinking Remembering Responding*

When (write a difficult moment/ situation).....

.....

.....

We try to.....

.....

.....

It is helpful for our family to.....

.....



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**Resources for the psychosocial support for COVID-19**

<http://www.centerschoolpsych.psych.uoa.gr/index.php/en/2020-03-08-17-58-59>

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<https://www.facebook.com/pg/schoolpsychlab>



Translated into English by Dr. Niki Georgakakou