

# KINGSWOOD NEWS



Spring 2020

27 March 2020

Kingswood House School,  
56 West Hill,  
Epsom,  
KT19 8LG

School Office:  
01372 723590  
office@kingswoodhouse.org

Sports Line:  
01372 746590

Study Centre:  
01372 746594

[www.kingswoodhouse.org](http://www.kingswoodhouse.org)

Dear Parents

It has been a surreal few days at Kingswood House. Teaching is an innately human profession in which interpersonal relationships propagate a deep sense of altruism and affection. Without the cheerful sound of laughter from children playing outside or the healthy buzz of a classroom with pupils in the midst of an absorbing lesson, one can be forgiven for comparing our school to a ghostly galleon that is meandering across a flat seascape with no horizon in sight. You can probably sense my prevailing mood from the artistic licence in that last sentence! However, upon further reflection, it is not strictly a fair analogy – because, in spite of the challenges presented to parents and staff with the boys learning from home this week, we can also point to a number of excellent, positive initiatives to arise from this unusual situation.

I am a great believer in the adage that out of adversity, opportunity can be sought. Consequently, if the school is closed for some or all of next term, which seems likely, we are much better-placed to negotiate the potential pitfalls this may present in the longer term thanks to the recent trial run – and I have been delighted with the supportive feedback in respect of our 'Phase 1' e-curriculum preparation. Furthermore, I am extremely proud of how the vast majority of our boys have showcased growing independence and maturity during unfamiliar circumstances; it is hugely rewarding to see your photographs and anecdotes of how KHS families have adapted so profitably – truly, I am exhilarated that the Kingswood House values have been evidenced so well!

There can be little doubt, however, that a considerable responsibility rests with parents to help structure the day for their children in a home-learning environment. We will seek to ensure there is sufficient flexibility in the 'Phase 2' e-curriculum planning for the summer term so that a practically-useful day can be mapped out by staff and parents for each boy, irrespective of their age and ability, which will offer them appropriate rigour and complementary, creative opportunities for learning beyond the classroom, some examples of which can be seen overleaf. You will receive more information in this regard before the summer.

In the meantime, I am grateful to my staff team for their efforts throughout a busy, successful spring term and hope you find the recommended resources we have compiled helpful during the weeks of lockdown ahead. Stay at home and stay safe!

Wishing you a restful Easter!

Yours sincerely

Duncan Murphy

Headmaster

## The Kingswood House Way



## Staffing News

Following the birth of his second child, Jamie Rudkin and his family will relocate to Taunton over the summer where he will take up a position teaching history at his old prep school in September. I have appointed Julie Haunstetter, Head of History at The Ursuline High School, to replace him whilst Sachin Sukhdeo will become the Head of Seniors.

After a final, stellar production earlier this term, Phillipa Watkins has decided to move abroad in June with her husband (coronavirus travel implications notwithstanding) and I have secured the services of Belinda Horley, Head of Drama at Claremont Fan Court, to take on this growing role in the new academic year.

Finally, Janet Edmondson is retiring in the summer and moving to Sussex so that she can be nearer her family. I will update you with news of her successor in the Study Centre in due course. I trust that we will have an opportunity to say a proper thank you and farewell to our departing members of staff before the end of next term.



When this is over,  
may we never again  
take for granted  
A handshake with a stranger  
Full shelves at the store  
Conversations with neighbors  
A crowded theatre  
Friday night out  
The taste of communion  
A routine checkup  
The school rush each morning  
Coffee with a friend  
The stadium roaring  
Each deep breath  
A boring Tuesday  
Life itself.

When this ends,  
may we find  
that we have become  
more like the people  
we wanted to be  
we were called to be  
we hoped to be  
and may we stay  
that way—better  
for each other  
because of the worst.

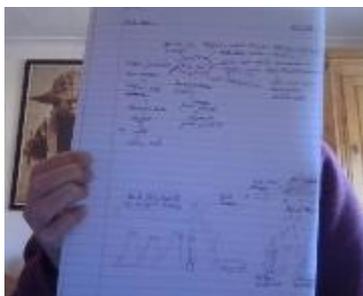
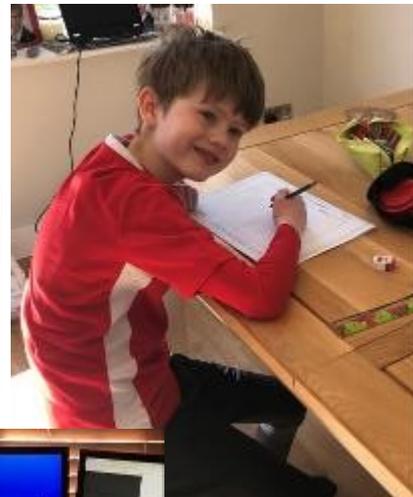
---

LAURA KELLY FANUCCI



### HOME LEARNING KHS STYLE!

School has been eerily quiet this past week although staff were in on Monday, before the nation-wide lockdown, prepping further distance learning materials for the boys. The staff have been delighted to see happy snaps of all the great learning that has been occurring whether at the kitchen table, in the dining room, the bedroom or even 'home office' space. As a whole staff we really appreciate the efforts parents have gone to in supporting their sons' home learning efforts. Keep it up but do enjoy a rest over the Easter period as well. We 'break up' on Friday 27th March.





*Form 4L's Virtual Classroom*

This is great boys—it is nice to see you all looking so relaxed and settled and hopefully, still enjoying your learning at home.

Thank you to all those around you for supporting your work—are you remembering to keep things nice and tidy for everyone?!

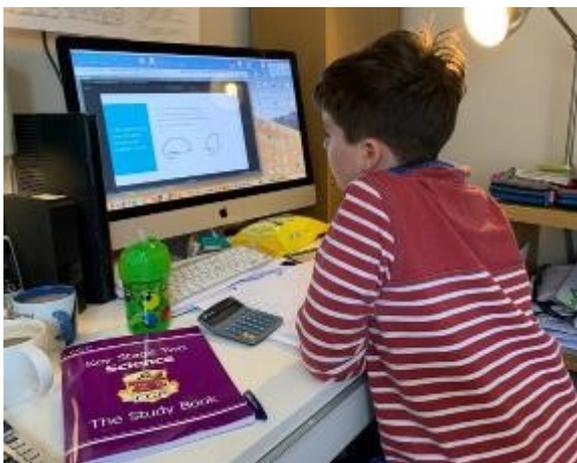
Keep it up!

*Mrs Lambert*



This week saw a very different way of teaching and learning; it was a challenge for both teachers and pupils but 6S rose to the challenge and have shown that during these very strange times, learning can still be fun.

Theo remained conscientious about washing his hands, even without Mrs Harding's daily reminders via the tannoy! He has also remembered to have a healthy snack and take exercise in his garden. Even though he is in another country, Tayyab has been reading avidly, albeit in his baby brother's buggy. Noah has been keeping up his music practice and demonstrated his culinary skills whilst helping to make the evening meal. Jonty has been using his PE time to take on the Jillian Michael's 30 day workout and showing off his fencing skills. George, Emir and Conor have shown they are hard at work in front of their computers, looks like most of the work is Maths, what about French and English boys?! Christos has been taking a break from work by helping in the garden. A new candidate for Gardening Club Mrs Lindley? I have been very impressed at the work the boys have done and how they have adapted so well to e-learning.



They have also been great ambassadors, and started early on the summer term's value of the Kingswood House Way, 'Endeavour'. Well done, boys, you have made me very proud.

*Madame Swift*





*'Tasty' home learning...en Francais!*

Year 4 have been learning the names of different fruits in French, so this week while at home they were given the task of creating a smoothie. They had to list the ingredients in French and describe the colours which would be in the smoothie. I received a lot of great recipes and then challenged the boys to make and taste it. Harrison in 4L took up the challenge and made mum very happy by getting his 5 a day in a very tasty drink. Well done, Harrison! *Madame Swift*



*Artistic Endeavours at Home!*

I have been thrilled to receive some evidence of the boys' creative talents and artistic efforts at home. We all know Art is a super way of expressing how you are feeling and even something as simple as 'colouring in', digitally or with pens /pencils, can help us feel less anxious if we set time aside each day for this mindful activity. A piece of art can be created with virtually any material (have you thought about a cake sculpture?!) Theo W in Y6 has produced a great example of Environmental Art; this may be something that other people at home

could join in with—a collaborative effort; you could even film the making of your piece! Thank you also to Ruari, Benjamin and James, all in Year 7 who

shared their work with me; some super examples of cartoon style and using texture in drawing.

Well done, boys, keep it up! *Mrs Maciejewska*



*6S - Geography cross-rail projects*

As disappointed as I am that the boys could not present these at school as planned, it has been great to see their hard work sent to me over the past week. I have seen a range of PowerPoints, photographs of models and posters. Well done to all the boys who have managed to send something through and I look forward to receiving the rest later on in the week. Thank you, boys.

*6C—Working From Home*

It has been great to hear from the parents and see from the boys the hard work that has gone on during this week. The boys have been sending work in on time and the standard has not differed to that which I see in school. The emails I received have all been polite and certainly put a smile on my face during this difficult time. They all now deserve a wonderful Easter break! *Mrs Celentano*



# LEGO CHALLENGE!

An amusement park hires you to create a brand new roller-coaster.

NASA needs you to build a rocket for their next mission to Mars.

You've won the lottery—build your dream house.

Hollywood hires you to create a set for their next Star Wars film.

There is a contest to build the world's tallest tower—will you win?

Aliens have landed but their spaceship is broken—can you construct them a new one?

Ford Motor Company requires a new style truck or car to be designed.

You and two friends are stranded on a desert island, build a floating craft to get you over the seas safely.

Fancy a tree house in your garden?

The pirates from Treasure Island need a better ship or they will have to walk the plank...

Prince Charming needs a castle to impress the Princess—how many rooms does it have?

Dr Who needs a new tardis for the next adventure, what does it look like?

Harry Potter requires a new broom as the whomping willow destroyed his Nimbus 2000!

What would your dream hotel resort look like?

An acrobatic circus is in town—how is their performing space arranged?

London Bridge has fallen down—help!

Mr Murphy needs some robotic help in the office - who or what would you create?

Can you camp in a Lego tent? What would it look like?

British Airways and Virgin are competing over the latest aircraft design.

Can you make your favourite Mario or Pokemon character out of Lego?

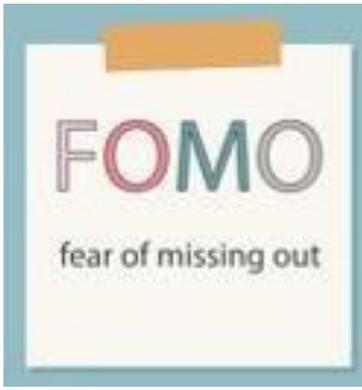
Water slide or trampoline— design your favourite play equipment piece!

Dragons or dinosaurs on the loose...what do they look like?

What machine would make your life easier? Design it!

What can you make using only ONE HUNDRED bricks?!

*Of course, all these starting points could be a prompt for a piece of art work or a technical, detailed, labelled drawing—Miss Maciejewska and Mr Bailey would be impressed. Why not have a go?!*

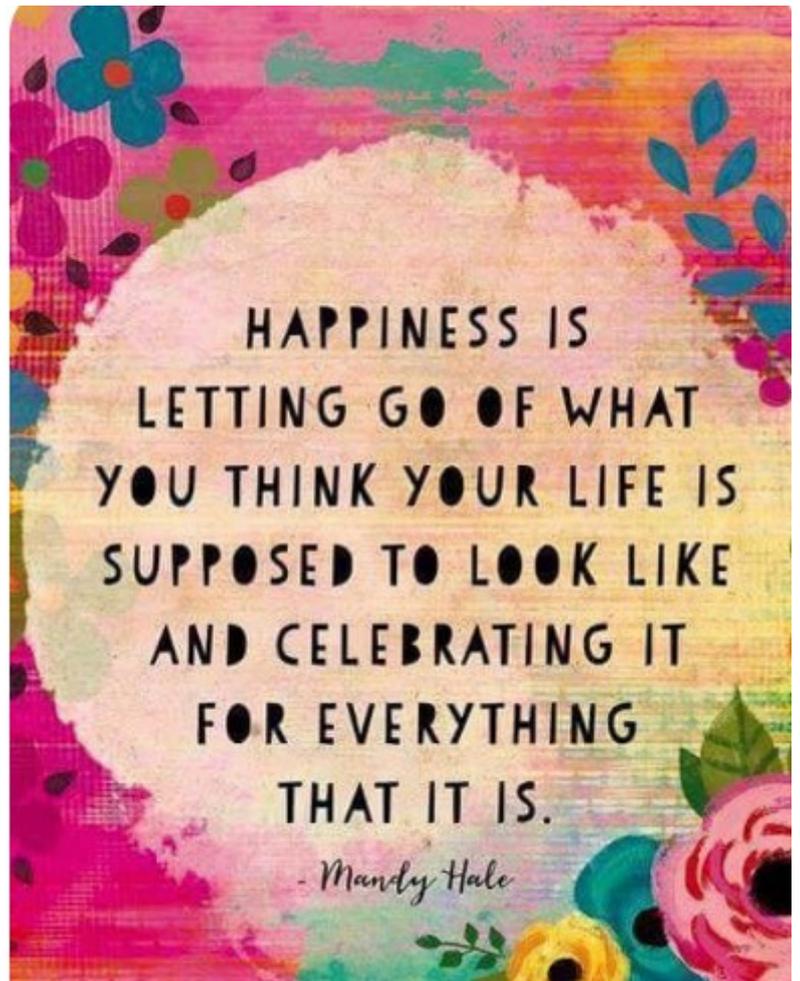


Say *NO* to FOMO!

You may already know what FOMO stands for - **Fear of Missing Out** - and currently it is even more important to be able to put the brakes on these feelings. We are all aware that social media and the internet in general can be the most wonderful resource and offer so much for enriching our lives when used responsibly and with caution. We have at our fingertips immediate tools for finding out, exploring, creating, expressing and connecting to each other, but we also need to use these with great caution at this moment in time particularly, as we are bombarded 24/7 with news and advice relating to how best we can manage ourselves and our families at home in lockdown and this is where a very necessary dose of 'Say no to FOMO' comes in!

Although we have not even seen a week through in lockdown, already a vast array of celebrity musicians are streaming live performances, there are sports stars doing fitness routines, thrice daily dance lessons, poetry readings, church services...the list is inexhaustible and whilst this is helpful and uplifting on one hand, it can also be very overwhelming if you worry too much about not seeing everything or being involved in it all and anxiety FOMO can be the next real worry on the list.

Here at school we have always been proud to teach and recognise each boy as an individual, with their own academic strengths and valuable, unique character traits; when they are at home occupied with their distance learning this does not change—just because one pupil loves the new morning fitness hour does not mean they all will and indeed, nor should they all.



Your grandparents were asked  
to go to war.  
You are being asked to sit on a couch.  
You can do this.



We have spent some time this week collating a few online resources that might serve you as starting points during the Easter holiday period; we appreciate sadly trips away and days out are out of the question, so more screen time will be required and necessary—what follows might give you a few ideas, without hopefully, overwhelming you.

Perhaps pick one website to look at every couple of days; if it doesn't appeal, or suit your family needs, then move on. Often landing on one website leads you to discover another so explore for yourself—you may want to then share this, or you might just want to enjoy it for yourselves as a family. Please do remember to cast an eye over online content and decide if it is appropriate for your family or not. Enjoy!

The following list is only the tip of the iceberg... enjoy dipping in and out. Links have been tested but sites do change rapidly and Kingswood House has not searched every page for suitability; please use adult supervision as appropriate and adhere to our 'Safe Use of ICT' policy.

'@something' denotes a person / group to follow on Twitter or Instagram.

## **General**

Facebook group 'Family Lockdown Tips & Ideas' v wide ranging but has started the 'Believe in Rainbows' idea where families make a rainbow and place in their front window for all to see and feel 'connected' by.

[Popsugar](#) – as the name suggests, a light hearted look at the entertainment industry, what is going on out there, fashion, celebrities, trends and light relief articles that mums / sisters / aunts / grandmas might enjoy...

[BBC Bitesize](#) – fantastic resource for children of all school ages, covering all subjects; can search for very specific topics; supports the National Curriculum.

[BBC Teach](#) – live and pre-recorded video lessons from popular BBC presenters with TV show tie-ins.

[DKfindout!](#) – stepping outside the box lets children explore subjects as broad as transport, space, dinosaurs, coding and much, much more... quizzes and videos in sections. Parents may remember the high quality books previously available in the Dorling Kinderley series...?

[The Children's University of Manchester](#) – designed to support children aged 7-11 topics include history, art, DT, science, language...

[Big Eyed Owl](#) – Lower Prep focus (and siblings in EYFS) ideas, resources, activities, themed packs.

[Chatterpack](#) – family orientated website for a range of learning needs with very comprehensive list of useful resources

## **Mental Health tips & advice for lock down period** (aimed at adult readers)

@TheParentZone or [The Parent Zone](#) – has many articles to help parents whatever age of child they have; also very specific topics current now eg. [how to look after your family's mental health indoors.](#)

[Edutopia.org](#) – has an article with recommended apps for students with different educational needs whilst learning at home.

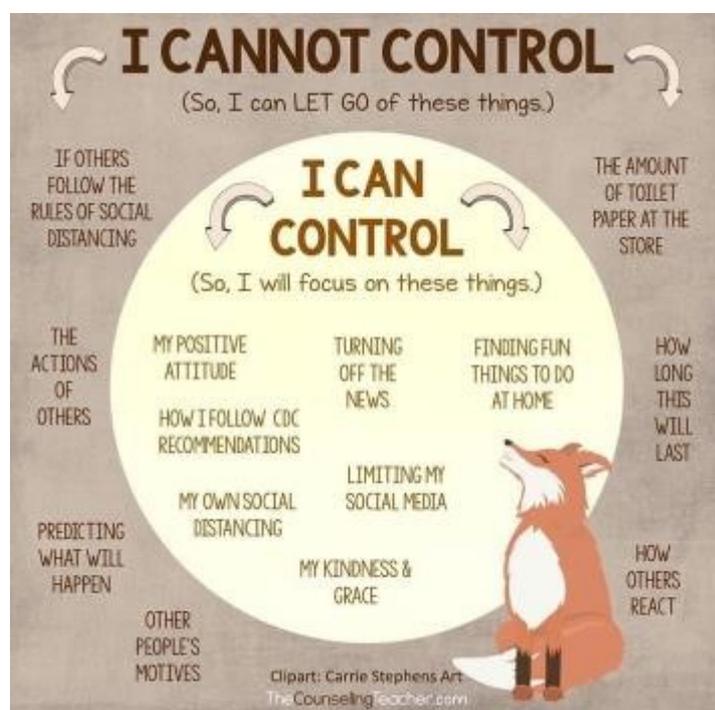
[Your Teen Mag](#) – great site with lots of helpful articles relating to parenting teens; one example is all about encouraging and exploring life skills at home.

Lots of articles in the general press relating to family relationships in periods of lockdown and self isolation eg. <https://www.theguardian.com/lifeandstyle/2020/mar/22/family-isolation-guide-for-parents-teenagers-coronavirus-lockdown> and from the [NHS website](#)

[Mental Health](#) – tackles a wide range of issues that families might be facing right now from financial worries, to coping with different age groups stuck inside, to boredom and isolation fears.

## **Mindfulness for boys to try**

Mindfulness podcasts and short episodes on [Bedtime.fm](#) are especially helpful for those feeling anxious.



The following websites or social media suggestions provide endless help for specific school subjects and areas of the curriculum:

### **Reading / English / Books / Authors**

[Weareteachers.com](https://www.weareteachers.com) – list of children’s authors doing online reading.

[Archive.org](https://archive.org) – thousands of free to use books, audiobooks, videos.

[Gutenberg.org](https://www.gutenberg.org) – free ebooks including many classic texts in a variety of languages.

[Stories.audible.com](https://www.stories.audible.com) – free streaming of audiobooks in a range of languages for all ages.

[PhonicsPlay](https://www.phonicsplay.com) – reading skills, sounds and phonics offered free access whilst schools are closed; children very familiar with this highly popular programme.

[Learn English Kids](https://www.learnenglishkids.com) – provided by the British Council for EAL learners; lots of stories, games and tips to help in multi-lingual houses.

Jennifer Garner (and other celebrities) are reading stories on Instagram for Save The Children – the page is @savewithstories

Cressida Cowell, David Walliams and many others are reading live on their website or social media channels; try searching for your favourite author to see what you can find...

### **PE / Dance / Sport**

[Marquee.tv](https://www.marquee.tv) – dance, opera & theatre productions to watch including performances from the RSC.

[Nuffield Health](https://www.nuffieldhealth.com) – personal training style home exercises for children / parents.

[Little Sports](https://www.littlesports.com) – animated cartoon characters lead you through a series of active moves, simple to follow.

[Joe Wicks](https://www.joewicks.com) – regularly hitting over a million views each day; have you joined in yet?! Oti Mabuse is also doing dance classes!

### **Maths**

Carol Vorderman – [The Maths Factor](https://www.themathsfactor.com) – free during school closures, usually £2 per week, easily navigated by topic and / or age with games and fun to back up learning content. Separate ‘Parent Zone’ to brush up on knowledge and check progress of child etc.

[Mathletics](https://www.mathletics.com) – offering a free trial; brings classroom practice into the home to reinforce taught concepts, Reception to Key Stage 4.

[A Maths Dictionary for Kids](https://www.mathsdictionary.com) – animated fun but with over 600 simplified mathematical terms and concepts explained, with posters and easy guides to learn from.

### **Languages**

[Duolingo](https://www.duolingo.com) – very popular, widely used programme for teaching variety of languages.

[Rosetta Stone](https://www.rosetta-stone.com) - offering 3 months free membership free.

### **Science**

[Fuse School](https://www.fuseschool.com) – global based platform full of educational content with bias towards maths and sciences.

[Wildlife Watch](https://www.wildlifewatch.com) – has a wealth of information, videos and activities to spark the interest of all science lovers whatever their age.

[BP’s Education Service](https://www.bp.com) - inspiring website looking at all topics STEM related; lots of simple home experiments to try.

### **History**

[Dan Snow](https://www.dansnow.com) has some great podcasts to listen to on a range of history topics which he explains really well.

[The Great Fire of London](https://www.thegreatfireoflondon.com) – travel back in time to explore and understand on this website which makes history fun and interactive using Minecraft maps, a video game, and timeline.

## Geography

[Steve Backshall](#) is asking children to submit questions and queries on any topic which he will 'live' answer once a week.

[3dgeography](#) – can search by topic or country, v comprehensive site.

## Music

Myleene Klass – [Music Klass](#) family friendly

[BBCs Ten Pieces](#) encourages 7-14 year olds to get creative with classical music and has resources for the hearing impaired.

*Mr Swift sent a Parentmail earlier in the week with these following suggestions:*

Guitar – [Fender](#) are currently offering 3 months free for their online lessons - some of which are led by famous musicians! A 1/2 size guitar is cheap to buy on Amazon Prime

Piano - [Homeschool Piano](#) are offering free membership until September. A keyboard is again easy to obtain via Amazon but your son could also use the iPads or another device.

For 'music techie' boys, there is a free [MiniMoog app](#) at the app store. Finally they'll be able to smash that Kraftwerk solo! [Korg](#) too have a similar offering

Garageband - free on Mac and iPhone/iPad; you will no doubt have seen and heard Garageband's brilliant capabilities. However one little known offering is the 'artist' lessons where, for instance you can learn to play guitar one-to-one with Sting. Check it out!

## Art

[The Artful Parent](#) – YouTube channel and Facebook group with mountains of creative ideas – ideal for Lower and Upper Prep, could be adapted to suit older children.

[Tate Kids](#) – craft tutorials a-plenty, learning about artists and artistic styles and movements never seemed so much fun. In fact, all the major national museum collections are great to explore online now we are not able to visit them for real – you could pick a different attraction each week to digitally dive into!

[Crayola](#) – has print outs for children and adults to experience some mindful colouring.

[Tracing Ace](#) - makes learning to draw easy thanks to author and illustrator Peter Reynolds. Simply print out one of the tracing sheets and your child can start practicing straight away.

## Cookery

Jamie Oliver 'Keep Cooking and Carry On' 5.30pm Channel 4 Monday - Friday

Theo Michael [Kids Cookalong](#) 4pm Monday, Wednesday & Fridays live on YouTube and Instagram @theocooks – v family friendly, in own home with his children helping him, list of ingredients needed is available the day before, meals / dishes are popular ones.

*The most important thing to remember right now....?*





## Q & A with Mr Murphy

*Please see the school Instagram ([kingswood\\_house](#)) for an accompanying video interview...*

### **1. The school has sent home lots of work. How am I supposed to get through it all?**

You're not, and please don't try to do so. Your child's teacher has conscientiously spent hours trying to gather materials and lesson plan instructions to send home to help you, linked mostly to what they intended to teach this week. They wanted to do their best and didn't want any complaints that not enough work went home.

### **2. The school keeps sending home links and emails with more ideas for how to use time profitably. Do we have to do it all?**

See above. These are suggestions and ideas because we want you to have more than you need. Use material and ideas if they suit you; don't if they don't. If you're getting stressed, speak to your son's form teacher, stop opening the emails, and come to them in the days ahead if it suits.

### **3. Someone in my child's class has everything done and we've barely started. Will they fall behind?**

It is not a race. Some people boast on social media about their child completing all tasks – that stresses the rest of us out. Don't judge them but do ignore them – they are parents trying to do the right thing too. Even if everything were equal in terms of support, time and number of children (which it's not) all children learn at different rates. In the classroom there is a wide range of levels in all subjects and children are working on differentiated levels of work. You know your child, and so please adapt to their level without feeling pressure from the 'high-achieving' online posts. If, on the other hand, your child is cruising through the material, please have consideration for other parents in their circumstances too, in terms of what you post.

### **4. I'm not doing any work with my kids. All they're doing is building Lego, cooking and playing in the garden!**

All of this is learning - very valuable learning. Give yourself and them a break. We are only four days into a long journey. Sustainability is important for you and your children...especially whilst the weather is good! Just keep your form teacher informed. We want to be flexible but also need to know. There will be ample opportunity for work to be done inside in the weeks ahead.

### **5. How can I get different lots of work done with children of different ages?**

You can't – because you are not perfect, so stop beating yourself up. If they're old enough, try to get them to do little bits independently. Otherwise, try to do something they can all engage with, like reading a story together, some free writing, baking etc. Spend time with individuals on rotation rather than trying to be all things to them all at the same time...

### **6. Is it acceptable for my son to be gaming more than usual?**

I think it is always important to find a balance. During 'virtual school', there should be no gaming during normal hours, in my opinion. I think it is perfectly acceptable to game online in the evening, when it is the only social connectivity children will have with their friends, a little bit more than you might let them normally. During the holiday, you should create some rules that take into account the current situation and stick to them. Make sure there are plenty of active, healthy opportunities to do things together as a family to break up the day and fortify your family relationships.

### **7. You are a dad and a teacher – what is your son up to at home?**

I owe a lot to my wife, Tor, who has been able to spend most of the time with William (age 12) during the day while I remain 'at work' in touch with parents, teachers and support staff wherever possible, many of whom are very worried, as I am sure we all are. We try and do shifts when I am at home to share the workload balance. We have devised a rough timetable which means he works on his studies following the normal school day as much as possible until 4pm. At break-times we allow him to chat with his friends (but not to game online). After his schoolwork and piano practice is completed, he is allowed to interact with his friends online and game with them until dinner. This is usually interrupted by a game of football in the garden with me when I get back home! In the evening, we will normally watch a film and/or play a game and then I read to him for about half an hour before bed – which I love doing – and secretly, I think he enjoys it too, although he would never admit to it. At the moment, I am introducing him to Sherlock Holmes, my favourite literary character, which he would never otherwise read without my input!

Overall, I would say that William and his friends are having a very mixed experience. They are still in the frame of mind that the current situation is quite fun but it is beginning to shift already to a sense of frustration at not being able to see one other, which they are used to doing regularly. He is really missing playing team sports for his club at the weekend and his after school activities. In respect of work, some of the e-lessons he received have worked well and some have not! We are using many of the 'extra' directives offered by his teachers, or the celebrity ideas like Joe Wicks, which we are glad to have as options to dip into where we can. I am also encouraging him to keep a video blog that he can look back on in years to come.

We have learned quickly that there is no single, uniform solution for any family. What works for one may not work for another. At home, we are trying to embrace this challenge as an opportunity – to press the reset button and really consider what is important in life. Values, and consistency of their application, as ever, are pretty high up on our list.

## 8. What is the plan moving forward?

While I can't answer this directly with any over-inflated promises at this stage, we recognise that much of what has been offered this week has required substantial teacher initiative and parental input in many cases - it has been very difficult to standardise, both in output and in expectations of returns. It is hard to see that this balance can change too much because it will inevitably be a learning partnership. However, I hope we can find a balance of connectivity which doesn't produce 'stressed computer zombies', but gives children the opportunity to positively engage with their learning with varied levels of input required from their parents, and offers important choices to parents about what material to prioritise and a flexibility of approach.

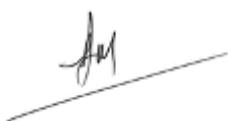
I have been made aware of some stresses and concerns from some people but have also had wonderful messages of support for the detailed learning opportunities that have been sent to children by their teachers. What is evident to me, and to many of you, is that all of what has been provided has been given with very best intention. There are some discrepancies between teachers, subjects and year groups, which we acknowledge and continue to work on. While you are getting to grips with how to support your learning at home, we continue to grapple with the way we can best engage with you and provide meaningful tasks, all-the-while recognising where our actions or suggestions place in some instances undue pressure on you.

Let me touch now on the 'virtual classroom', and your child being on a screen and connected to their peers and a teacher. While this can work for some subjects and certain age groups, and we are looking to develop this where appropriate in the new term, this is not a quick fix. It is simply not possible to facilitate distance learning, even with video, especially with primary aged children, without parental input too. We will certainly start to offer more video interface next term but my best guess at the moment is that this will not be for entire lessons – but for specific elements of teaching, learning and communication. More to follow! As I said, there is no quick fix... but I feel your stress, and I empathise with you. What I can say is that we have tried incredibly hard to ensure that everyone is catered for in this week approaching what will be our 'virtual Easter holiday'.

## 9. Any final thoughts?

Yes - this is new for us all, so please understand that this is a learning process for teachers too, each of whom have their own pressure, stress and anxiety working from home, without some of their classroom resources, and in many cases surrounded by their own children too. Teachers are not immune, in any sense, from the threat of the Coronavirus and have multiple pressures to deal with in respect of managing their own family and friends at the same time as trying to fulfil their job.

Please recognise that you are doing enough. You are loving your children and supporting them through a difficult time. Look after yourselves. Minimising stress is vital at a time like this for your mental health and theirs. Yes, we must remain adaptable and respond to the situation as it presents before us, but don't spend forever guessing what the opposition are going to do. Take control of your outcomes, your destiny, your child's fulfilment. Our children are often more resilient than us, and with our love and engagement, and then some discovery-led, exciting learning about our world, I assure you that they will be stronger for it, and above all, they will remember this time, not for the assignment they completed under pressure, but for how they felt and what they did during the time ahead, which is already, forever etched into history.



Duncan Murphy | Headmaster

BA (Hons), MEd, FRSA, Member of IAPS & SoH



# COPING CALENDAR: KEEP CALM. STAY WISE. BE KIND



30 actions to look after ourselves and each other as we face this global crisis together. Please use & share 🙌

1 Make a plan to help you keep calm and stay in contact

2 Enjoy washing your hands. Remember all they do for you!

3 Write down ten things you feel grateful for in life and why

4 Stay hydrated, eat healthy food and boost your immune system

5 Get active. Even if you're stuck indoors, move & stretch

6 Contact a neighbour or friend and offer to help them

7 Share what you are feeling and be willing to ask for help

8 Take five minutes to sit still and breathe. Repeat regularly

9 Call a loved one to catch up and really listen to them

10 Get good sleep. No screens before bed or when waking up

11 Notice five things that are beautiful in the world around you

12 Immerse yourself in a new book, TV show or podcast

13 Respond positively to everyone you interact with

14 Play a game that you enjoyed when you were younger

15 Make some progress on a project that matters to you

16 Rediscover your favourite music that really lifts your spirits

17 Learn something new or do something creative

18 Find a fun way to do an extra 15 minutes of physical activity

19 Do three acts of kindness to help others, however small

20 Make time for self-care. Do something kind for yourself

21 Send a letter or message to someone you can't be with

22 Find positive stories in the news and share these with others

23 Have a tech-free day. Stop scrolling and turn off the news

24 Put your worries into perspective and try to let them go

25 Look for the good in others and notice their strengths

26 Take a small step towards an important goal

27 Thank three people you're grateful to and tell them why

28 Make a plan to meet up with others again later in the year

29 Connect with nature. Breathe and notice life continuing

30 Remember that all feelings and situations pass in time



“Everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances” ~ Viktor Frankl



ACTION FOR HAPPINESS



www.actionforhappiness.org

Find out more about the Ten Keys to Happier Living, including books, guides, posters and more here: [www.actionforhappiness.org/10-keys](http://www.actionforhappiness.org/10-keys)

## A final word...

As part of the 'Making of Modern Britain' 2020 programme, the boys were asked what it means to be British and one reply he received (from Cameron A) was so relevant to the times we live in that Mr Mitchell wanted to share it!

### What Does It Mean To Be British? Discuss:

My Grandad has often said to me, "Always look on the bright side of life" and I think this sums up true British spirit – especially at the moment. Everyone is trying to do their bit to help and provide services and care, from the doctors and nurses to teachers and other key workers in society. We are all looking after each other and working together to help. I cheer up my Grandad and Grandma by playing bingo with them every day and speaking to my other Granny and Grandpa on the telephone. I miss them of course, and all my friends at school, but I feel at the moment being British means we are making certain sacrifices and looking after each other and showing people we care and are united. Being British is about teamwork and being positive. I have been listening to what the Prime Minister has to say every evening; he is doing a great job and is determined that Corona virus will not break the British people and our values – I agree with him. Being British makes me think about going out to restaurants, camping in the woods, the fish and chip shop near us, the seaside, drinking cups of tea and going to museums. Even though life may not look exactly like this at the moment, we can all still talk to each other, make each other laugh and have fun indoors. Being British makes me proud; I feel lucky to be British.



Like us on **facebook**  
Kingswood House



Follow us on **twitter**  
@kingswoodhouse



Follow Mr Murphy  
@KHSprep