



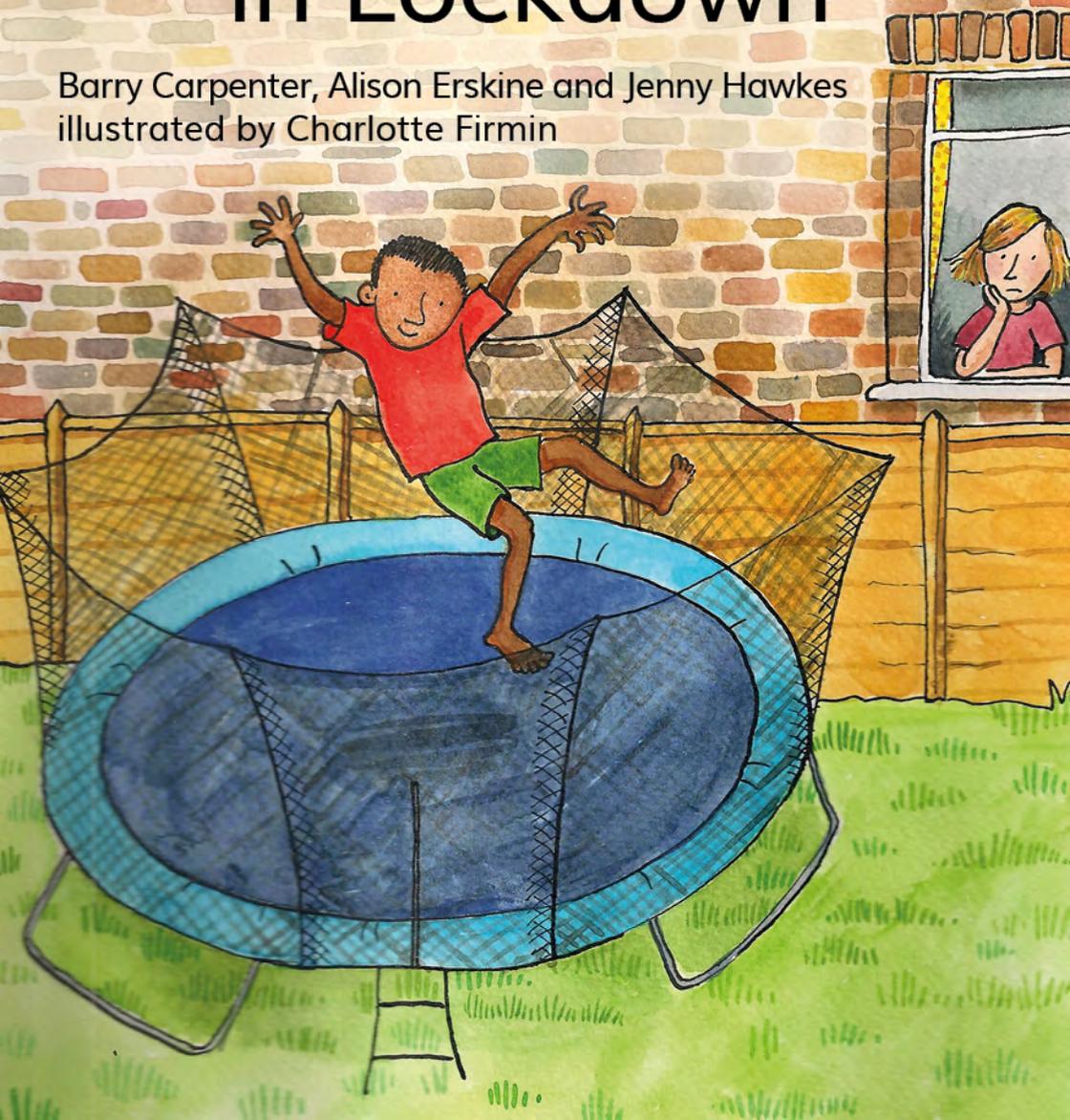
**Beyond Words**

empowering people through pictures

# Lenny and Lily in Lockdown

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illustrated by Charlotte Firmin















































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## **Lenny and Lily in Lockdown – a story**

Lenny and Lily live next door to each other. Every day they walk to school together and play with the same group of friends. Then one day their teacher explains there is a pandemic. She tells them it means their school will be closing for some weeks and they will be learning at home. Lenny and Lily feel sad and abandoned.

The story explores Lenny and Lily's experiences of loss and change in the days of the lockdown, how they develop ways of maintaining their friendship, the challenges of learning at home and the range of emotions they each experience.

## **A Recovery Curriculum**

During the period of immense disruption caused by coronavirus, all our children have experienced great loss. The losses of routine, structure, friendship, opportunity and freedom can trigger reactions of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated and will cause a rapid erosion of mental health in our children if ignored.

It would be naive to think that children will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. When children return to school there needs to be a Recovery Curriculum in place (for more information, see Useful resources). Each school must fill it with the content they believe is best for the children in their school community and places children's fundamental wellbeing and secure positive development at the centre.

The story in this book deals with the five key losses all children have experienced since lockdown:

1. routine
2. structure
3. friendship
4. opportunity
5. freedom.

## How can schools use this story?

Using this story, teachers can work to the evidence-based principles of co-construction, co-creation and co-production to support a child or group of children to recall their experiences of lockdown during the pandemic.

This is a wordless story told using pictures. There is no right or wrong way to tell the story. When you read the book with a child or group of children, you are seeking their emotional response to the pictures.

Initially, children may tell the story based upon their interpretation of each picture and the experiences of the two characters, Lenny and Lily.

However, through interaction and conversation with their peers or an adult, children can also create their own story from the pictures. Children can relate the pictures to their own experiences, make the story about themselves and talk about their own feelings, opening up an opportunity for adults to better understand children's perspectives and provide reassurance.

Some children may need gentle encouragement to make this connection and there are some useful tips for teaching staff and parents on the next page.

Given that some children may have lost loved ones during the pandemic, it is a good idea to be prepared for conversations around death and dying. Beyond Words has published several stories about grief and bereavement that can help support these conversations: [When Somebody Dies](#), [When Dad Died](#) and [When Mum Died](#).

## How to read this book

This story is told using pictures alone. It is not necessary to be able to read any words.

With this book, children are free to express their emotions, and to take how the characters feel in the story and relate this to how they may be feeling. You can use this book to support children of all ages and abilities to talk about their own experiences.

1. Start at the beginning of the book and read the story in each picture. Encourage the child to move on to the next page at their own pace.
2. You can read the book with an individual child or with a group of children. Encourage the children to tell the story in their own words. You will discover what each child thinks is happening, what they already know and how they feel. You may think something different is happening in the pictures yourself, but that doesn't matter. Wait and see if the children change their ideas as the story develops. Watch, wait and wonder.
3. It can help to prompt the child you are supporting to gradually go deeper into the meaning of the book by asking a range of open-ended questions, such as:
  - I wonder who that is?
  - I wonder what is happening?
  - I wonder what he or she is doing?
  - I wonder how he or she is feeling?
  - I wonder if you have ever felt like that?
  - I wonder if that has ever happened to you or your family?

4. You don't have to read the whole book in one sitting. Allow the child enough time to follow the pictures at their own pace.
5. Some children may not be able to follow the story but they may be able to understand some of the pictures. Stay a little longer on the pictures that interest them.
6. Some children may interpret and create this story using signs (Makaton, British Sign Language, Signed English). Others may use voice activated devices or Eye Gaze technology.
7. For pupils with profound and multiple learning disabilities, the story may be illuminated by the use of objects of reference or sensory cues (visual, auditory, tactile, gustatory or olfactory). These pupils may need to read the book with a very familiar adult who will be able to pick up the smallest of responses. For some children it may be helpful to interpret the story with some movement (e.g. a kinaesthetic input).

## A possible storyline

The following words are provided for readers and supporters who want some ideas about one possible story. Most readers use their own words to make their own story from the pictures.

1. Lenny and Lily have fun jumping on the trampoline in Lenny's garden.
2. At school they work on a project together.
3. They play together with their friends at break time.
4. Lenny and Lily listen to their teacher who tells them about the virus. It's important they wash their hands regularly. Their school is going to close for a while.
5. Lenny and Lily leave school. They each have a pack to help them carry on learning at home.
6. Lenny plays on the trampoline in his garden. Lily watches him from her window. She feels sad
7. Lenny's house gets a food shopping delivery. Lenny and Lily wave to each other from their front doors! It's good to see each other.
8. It's Lily's birthday and her grandparents come to give her a present. They stay on the pavement outside her house and talk to Lily through the window. Lenny watches from his house. He's feeling sad now.
9. Lily, her mum and sister do a video call with the rest of their family.
10. Lenny and Lily do work from their school packs at home.

11. Lenny's brother keeps coming into his room to play when Lenny wants to do his school work. Lenny feels frustrated.
12. Later, Lenny's teacher talks to him in a video call on the computer. He shows her the work he's done.
13. Lily tries to do her home learning but she gets stuck. Mum tries to help but Lily is cross and upset.
14. Lily messages Lenny. She tells him how she's feeling. It's good to have a friend to talk to.
15. Lily wakes her mum up. She wants to do things! But it's very early in the morning.
16. Lenny's mum comes to wake him up. It's late morning but Lenny wants to stay in bed!
17. Lily goes to the supermarket with her mum. People wear masks and there are marks on the floor to keep everyone apart from each other. It feels very strange.
18. Lily and her family have a barbeque in their garden. Lenny watches them from his window. He wishes he could join in!
19. Lenny's parents cancel their family holiday. Lenny feels disappointed. He was really looking forward to the holiday.
20. Lenny and his family go out for a bike ride to cheer themselves up. Lenny calls out to Lily. Maybe her family could go as well?
21. Lily's mum says they can go on a bike ride too. Lily's sister helps her to put on her helmet.
22. The families cycle around the park. Lily and Lenny cycle together, but they know they still need to keep a big space between them. It's called social distancing.

## Useful resources

### **A Recovery Curriculum: Loss and life for our children and schools post pandemic**

A think piece written by Prof. Barry Carpenter CBE and Matthew Carpenter about the necessity for a Curriculum that is responsive to the needs of children, enabling schools to consider the processes they will need to put in place to successfully transition children back to school.

[www.evidenceforlearning.net/recoverycurriculum/](http://www.evidenceforlearning.net/recoverycurriculum/)

### **Evidence for Learning LearningShared podcast**

The aim of the LearningShared podcast is to shine a light on creative, inspiring ideas and effective practice that supports the holistic development of children, young people and adults – especially those with special educational needs and disabilities or any form of additional learning needs.

*Episode 12* of the podcast focuses on a case study from Chadsgrove School in Bromsgrove looking at how they have used Books Beyond Words to support their students' social, emotional and mental health.

[www.evidenceforlearning.net/learningshared/](http://www.evidenceforlearning.net/learningshared/)

## Related titles from Beyond Words

[Lenny and Lily Return to School](#) (2020) by Barry Carpenter, Alison Erskine and Jenny Hawkes, illustrated by Charlotte Firmin. Lenny and Lily have had different experiences during lockdown, but now it's time for them to return to school. Lily is excited to see her friends again, but Lenny feels more anxious. The story explores the different challenges they each face and the emotions they experience as they rebuild relationships with their teachers and friends.

[Feeling Cross and Sorting It Out](#) (2014) by Sheila Hollins and Nick Barratt, illustrated by Beth Webb. Ben doesn't like being rushed and when Paul won't make time for a chat, Ben gets cross and upset. When Paul understands what is important for Ben and what has been worrying him, they can choose a new activity to do together.

[Making Friends](#) and [Hug Me, Touch Me](#) (both 2015, 2nd edition) by Sheila Hollins and Terry Roth, illustrated by Beth Webb. These books tell the stories of Neil and Janet who want to get to know new people but go about it in the wrong way. The stories tell how they learn when you can and can't touch other people.

[Belonging](#) (2018) Sheila Hollins, Valerie Sinason and Access All Areas artists, illustrated by Lucy Bergonzi. Kali is lonely. She has no real friends and no reason to leave the house to socialise; community activities seem remote and pointless to her. Outside her home, Kali defends herself with a mask of hostility, hiding her true feelings. But when things go wrong, Kali finds herself in a position to help Stefan, another vulnerable and lonely person. In the aftermath, they forge a friendship and begin to find themselves in the centre of a community where they feel they belong.

[\*\*Speaking Up for Myself\*\*](#) (reissued 2017) by Sheila Hollins, Jackie Downer, Linnett Farquarson and Oyepeju Raji, illustrated by Lisa Kopper. Having a learning disability and being from an ethnic minority group can make it hard to get good services. Natalie learns to fix problems by being assertive and getting help from someone she trusts.

[\*\*When Dad Hurts Mum\*\*](#) (2014) by Sheila Hollins, Patricia Scotland and Noëlle Blackman, illustrated by Anne-Marie Perks. After her dad is violent towards her mum, Katie's teacher supports the family to get the help of an Independent Domestic Violence Advocate and the police.

[\*\*When Mum Died\*\*](#) and [\*\*When Dad Died\*\*](#) (both 2014, 4th edition) by Sheila Hollins and Lester Sireling, illustrated by Beth Webb. Both books take an honest and straightforward approach to death and grief in the family.

### **Free downloadable resources on coronavirus**

- 'Good Days and Bad Days During Lockdown'
- 'When someone dies of coronavirus: a guide for carers and family'
- 'Let's talk about...when someone is ill or dies from coronavirus: online support for people with learning disabilities'
- 'When it's not safe to stay at home: guide to supporting people at risk of abuse at home during coronavirus'

[www.booksbeyondwords.co.uk/coping-with-coronavirus](http://www.booksbeyondwords.co.uk/coping-with-coronavirus)

## About Books Beyond Words

Professor Sheila the Baroness Hollins is the founder, lead editor and Executive Chair of Beyond Words, and a family carer.

There are more than 60 wordless (and therefore non-language dependent) stories published in the Books Beyond Words series, all co-created with people with learning disabilities and people with autism. All the stories are available as paperbacks and eBooks via the Beyond Words website: [www.booksbeyondwords.co.uk](http://www.booksbeyondwords.co.uk)

The stories have also been broken down into 400 shorter, searchable snippets in the [BW Story App](#), designed for smartphones and tablets. You can download a free version (with a few sample short stories) from the App Store (Apple/iOS devices) or from Google Play Store (Android devices).

If you are new to Books Beyond Words, you can learn how to get the best out of the stories in our hour-long introductory **e-learning** module. Find out more about e-learning and how to subscribe via our website: [www.booksbeyondwords.co.uk/elearning/foundation-module](http://www.booksbeyondwords.co.uk/elearning/foundation-module).

## Authors and artist

**Professor Barry Carpenter, CBE, OBE**, has a career spanning over 40 years. His appointments include Professor of Mental Health in Education to Oxford Brookes University, education-orientated directorships, and Honorary Professorships at universities in Ireland, Germany and Australia, as well as Head Teacher and Principal. He has been a Fellow of the University of Oxford, and speaks and publishes internationally on special needs issues, including Autism and girls, and engaging learners with complex needs.

**Alison Erskine** has taught in both mainstream schools and in special schools for children with complex needs. She has taught in every key stage from Nursery to Post-16. Eight years ago, she joined Whitfield Aspen, a unique fully inclusive primary school for 500 pupils. She is currently Head of School for KS1.

**Jenny Hawkes** is currently working as Assistant Head at Whitfield Aspen school, a unique school which is a combined mainstream school and specialist resource provision. Previously, she has worked in a range of both mainstream and special schools, with both Primary and Secondary aged pupils. She has run a Post-16 unit for pupils with profound and complex needs and has worked as a SENCO.

**Charlotte Firmin** is an author and artist based near Faversham. She has illustrated more than 30 books and regularly leads creative story-making workshops for children in schools and libraries. Charlotte has worked on a wide range of community projects with schools, parents, food bank users, people with dementia, fathers in prison, minority groups, refugees, excluded children and homeless people. Charlotte's website is [www.charlottefirmin.co.uk](http://www.charlottefirmin.co.uk).

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