



MISP™ Guidelines for post-confinement period when the contact between children is still not permitted

For MISP Instructors

These guidelines cover the post-confinement period when the contact between children is still not permitted. They are to be distributed to all MISP™ instructors in your Branch, or in your country. MISP Instructors are requested to follow the local rules and obligations issued by the local authorities, in terms of distance between people and other requirements.

Note: if your country is still in confinement, please refer to the guidelines dated 4 April 2020 we sent back in April in that regard.

Note that there will be **no** MISP™ Instructor or MISP™ satellite programmes trainings online.

Given that:

- The MISP™ is a social activity that involves touch and movement activities between children or between children and their parents;
- The MISP™ is a face-to-face in person programme;
- The MISP™ does not involve self-massage;
- It is important that the children are stimulated with the sense of touch and although most schools will not allow the children to touch one another for an undetermined period, there are several options that instructors can explore. You will find them described in point C.

The following indications are to be followed by the MISPTM instructors who are able to start their activities again, but children are still requested to not touch one another.

A. Parents and children classes

1. Only members of the same family shall touch one another.
2. Keep a distance between the people participating in the activity as stipulated by your local authorities.
3. Keep the recommended distance between the instructor and the children, teachers or parents attending the MISPTM classes.
4. The instructor can demonstrate the MISPTM routine on a colleague, if permitted, or in the air.
5. The instructor can do other activities by guiding in the air and by explaining them orally.
6. For the MISPTM routine and for other activities, the instructor may also put a sweater on a chair, like dressing the chair with it, and demonstrate on that sweater.
7. Follow the guidelines for the classes as found in the MISPTM instructor Manual.

B. Implementing the MISPTM routine in schools

1. The MISPTM routine shall be implemented with children practicing in the air.
2. Children shall be paired and shall have a child in front of them at a distance recommended by the local authorities.
3. The children shall be asked to do as if they were massaging their companion, i.e. imagining they are massaging him/her.
4. All steps shall be done, including asking permission and saying thank you.
5. The instructor can demonstrate the MISPTM routine on a colleague with whom she/he is confident to do so.
6. The instructor can do other activities by guiding in the air and by explaining them orally
7. The instructor may also put a sweater on a chair, like dressing the chair with it, and demonstrate on that sweater.
8. Hairdresser and forehead massage only can be “self practiced”.

C. Touch and move to learn activities

1. Have various objects of different textures that children can touch.
Examples: pieces of silk, felt balls, rocks, wood pieces. Each child should have their own objects that they will keep.
2. Several activities that were practiced in your training can be done, but the child will do them with her/himself instead of the other child, or in collaboration with other children but keeping the recommended distance.
Examples:
 - a) Math games with balls: instead of doing it with balls, the participants can do it with clapping their own hands.
 - b) Drawing letters: drawing letters in the air, having chalk sticks and doing letters outside on the pavement, doing letters with the feet, one foot at a time and doing both feet.
(Note this can be done with any drawing or writing numbers).
 - c) Finger games: excellent for dexterity and help the children experience their hands different than with a keyboard or a screen. Several rhymes exist and little stories for fingers games.
 - d) If the classes are done in a large enough space, do a big circle with the children with their arms extending towards one another, imagining that they hold hands. Then sing a song while having the children walk on this circle like if they were holding hands.
 - e) Do counting with the feet, adjusted to keep the distance.
 - f) Do all sorts of feet games. Counting with rhythm, slow, fast, slow. Rhythm with the feet is crucial for the children to feel themselves in their body “grounded”.
 - g) Do the classic clapping the hands activities. They exist in all countries with rhymes or songs that involve rhythm. Have the children facing one another in pairs at distance, and pretend that they are doing it touching the other but they do it clapping their own hands and in the air when they are supposed to clap the other’s hand. But they have to do it precisely, meaning that they are in line with the other.
This can be done for math also.
 - h) Do all sort of sitting and raising activities. Stand-sit in different rhythms.
 - i) Have families and schools get a skipping rope for each child and do skipping rope activities.
 - j) Have children learn to crochet or knit. This will keep the sense of touch and coordination active and the child actually has a result.
 - k) Guessing the letters or numbers. Children are by pairs. One looks at the back of the other. The child that is looked at does a letter, a drawing or a number way up in the air for the child looking to guess. Then they switch.
 - l) Do any massage in the air, including our new Rainbow Massage.