



**Sibling Support  
Activity Pack**



**Sibs**  
For brothers and sisters  
of disabled children and adults



## Introduction

As a parent of a child with additional needs, you are likely to be very busy, and have had very little sleep or support.



Giving attention to siblings may seem like an extra task, but it doesn't have to take much time. It's more valuable to give a sibling your full attention for a short period than to spend a lot of time with distractions. Providing focused attention to your sibling can enhance family life for everyone.

Together with our friends at Sibs, we've put together this pack of activities for you to try with your sibling child at home. Even a simple 10-minute drawing or writing activity can show your child that they have your full attention.

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Remember, there is plenty more information and advice for parents at [www.sibs.org.uk](http://www.sibs.org.uk)

Young Sibs is an information resource for young siblings aged 7-17. Find out more at [www.sibs.org.uk/youngsibs](http://www.sibs.org.uk/youngsibs)

## Activity 1

# All about Me

Write your thoughts on the note cards below.

I enjoy...

It's difficult when...


I'm proud of...

I'm looking forward to...

## Activity 2

# Me and my sibling/s

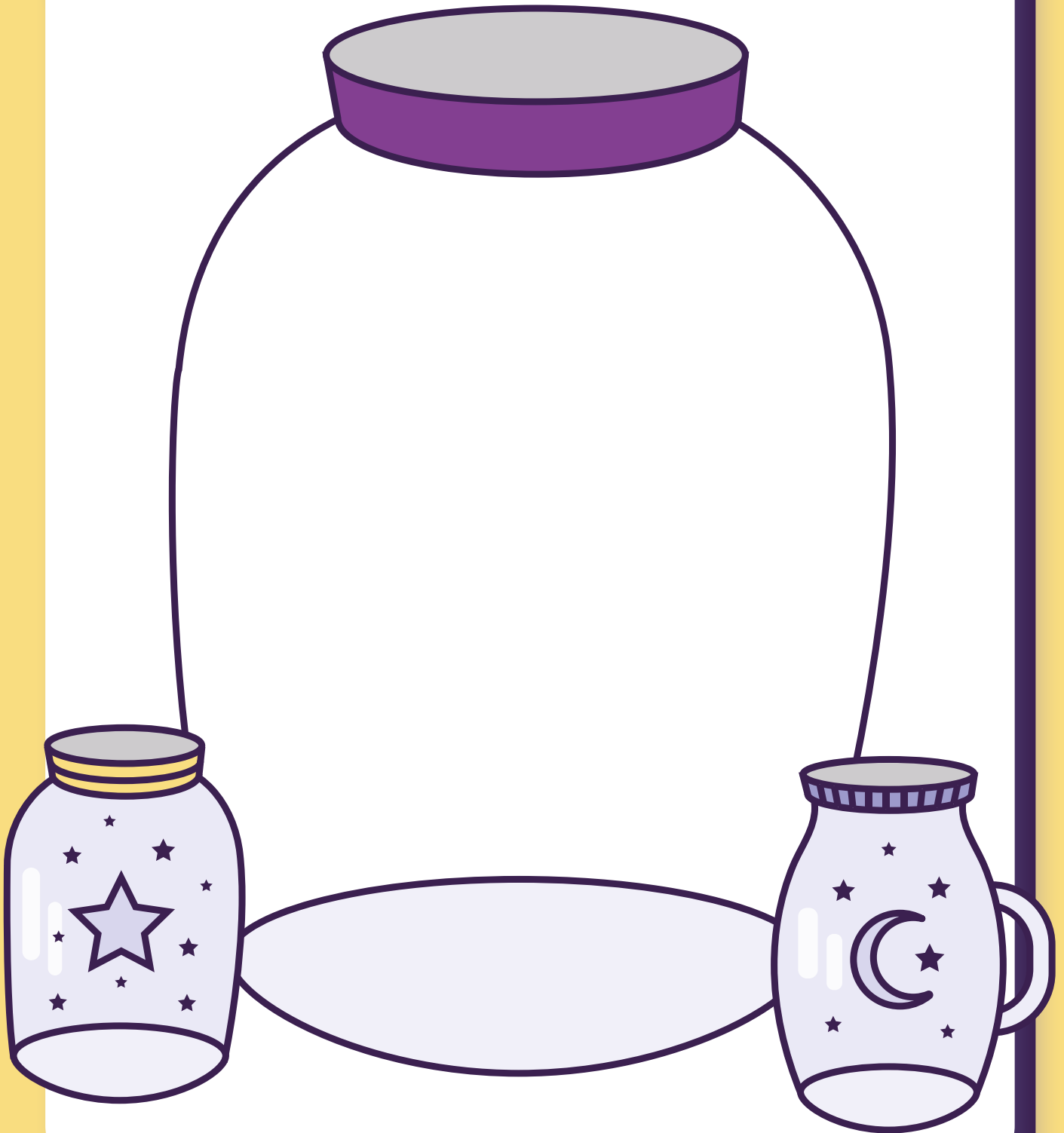
Draw a picture of you and your brother(s) or sister(s)

A large, empty rectangular area defined by a dashed black border, intended for a drawing of the student and their siblings.

## Activity 3

# Thinking about the future

Draw or write your dreams for the future in the jar



## Activity 4

# Helping me with worries

This activity will help your sibling child to express their worries, allowing you to support them in taking action.

## Make a worry box

Decorate a small box with a lid. The box can be covered in anything from football stickers to glitter and feathers. Put a tiny notepad with easy to remove pages and a pen into the box. When a worry or troubling thought comes to them, siblings can write it down and put it in the box.



At the end of the day, they can take out their worries and discuss them with you. Make sure you're not interrupted during this time. If it's difficult to do this daily, set a specific date on the calendar that week when you can give it your full attention. Together, sort the worries into categories:

**Things we can't change** - for example, being worried about their brother or sister having autism.



**Things we can change** - for example, being worried about getting into trouble at school for not completing homework.

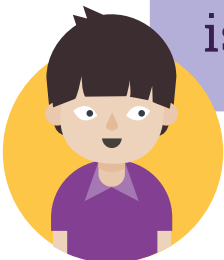
## Activity 4 (continued)

# Take action on the worries

**Things we can't change:** Acknowledge these worries and explain why they cannot be changed. Your sibling child may need more information about the situation. Once understood, encourage them to put the worry in the bin.



**Things we can change:** Acknowledge these worries and discuss who should take action, whether it's you, the sibling, or someone else like a teacher. For example, if the worry is about homework, you might send a letter to the school. Sometimes, the sibling needs to take action themselves, such as apologising or giving a hug if they're worried about how they acted toward their brother or sister. Once the issue is addressed, it can go in the bin.



## Activity 5

# Helping your sibling child find support

Siblings need to know there are people they can talk to and rely on for support. These individuals can include parents, friends, teachers, grandparents, professionals they know, or supportive organisations. This activity is especially useful for siblings aged seven and up.

Before doing this activity with your child, it's a good idea to try it yourself first. Write down a list of people you can rely on for support, including those who help you both practically and emotionally. For instance, a relative might assist with babysitting, while a family support worker might help you discuss your feelings.

Talk to your sibling child about the importance of having a support network, people who can help during tough times. Share with them the individuals in your support network, explaining what they do and how much you appreciate their support. Ask your child who they currently talk to when they need support and consider who else might be able to help them.

Discuss how sometimes, when we're going through a difficult time, the first person we want to talk to might not be available. For example, Mum might be at the hospital with a brother, or Dad might be at work.





## Activity 5 (continued)

# Make a hand of support

Next, you can do this activity with your child. Have them draw around their hand on a piece of plain paper and cut out the hand shape. They can then decorate one side with patterns or materials to make it look attractive - this part is fun, so make sure to allow enough time for creativity.

On the other side, they should write down the names of specific people who can offer support, placing one name on each finger. Include phone numbers for people who don't live at home. They can hang the decorated hand on the wall with the pattern side visible.

Whenever they need to talk or seek help, they can flip it over to see the names of people who can support them.

### Here are some ideas for people to include:





- ✓ A parent, grandparent, or other relative
- ✓ A school friend
- ✓ Another sibling
- ✓ A sibling group leader or support worker





For more advice and support, visit [witherslackgroup.co.uk/resources](http://witherslackgroup.co.uk/resources)



-  [facebook.com/witherslackgroup](https://facebook.com/witherslackgroup)
-  [@witherslackgrp](https://www.instagram.com/witherslackgrp)
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