



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# PROTECTIVE FACTORS

## RESOURCE DOCUMENT

FOR FAMILIES WITH CHILDREN AGES 0 -5

YMCA CHILDCARE RESOURCE SERVICE

 <p>CAREGIVER RESILIENCE</p>	 <p>SOCIAL CONNECTIONS</p>	 <p>KNOWLEDGE OF CHILD DEVELOPMENT</p>	 <p>SOCIAL &amp; EMOTIONAL COMPETENCE</p>	 <p>CONCRETE SUPPORT IN TIMES OF NEED</p>
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IN PARTNERSHIP WITH:



The YMCA of San Diego County is dedicated to improving the quality of human life and to helping all people realize their fullest potential as children of God through the development of the spirit, mind and body.

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Disclaimer: The resources within this document are intended to support families and caregivers during the COVID-19 crisis. This document is not an endorsement of any particular entity, nor does it necessarily reflect or mirror the mission and vision of any one organization.

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Families may face new challenges as communities around the world respond to COVID-19. Caregivers may face more anxiety, uncertainty, economic pressure, or demands on their time. This stress can impact the harmony of the home, but it doesn't have to. Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. The five key protective factors (listed below) are attributes that serve as buffers, helping caregivers find resources, support, or coping strategies that allow them to care for children effectively, even under stress and adversity.



# CAREGIVER RESILIENCE:

MANAGING STRESS AND FUNCTIONING WELL WHEN FACED WITH CHALLENGES, ADVERSITY AND TRAUMA.

*"The only two things that need to be on a parent's to-do list right now are taking care of themselves and connecting with their children."*

*(Rebecca Parlakian, Zero to Three Senior Director)*

Nurturing children during this stressful time is both important and difficult. Helping children understand their emotions and behaviors starts with you, the caregiver. The current times find many families balancing new tasks such as working from home, schooling at home, trying to find childcare, etc., all in the absence of supports that used to be there. There are a lot of unknown and potential anxieties that can lead to higher frustrations towards the ones you love the most. Practicing daily self-compassion and creating moments to connect your mind and body will help you find the resiliency and strength within to care for young ones. It is not selfish to prioritize your mental health; it is proven to strengthen the wellbeing of kids, families and caregivers.



## HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY:

Take a few minutes every day, either by yourself or with your kids, to sit quietly and concentrate on mindful breathing. Examples are:

- **Box Breathing**
  - Close your eyes
  - Take 3 big, deep breaths
  - Breathe in for 4 seconds, hold for 4 seconds, exhale for 4 seconds, and hold for 4 seconds.
  - Repeat 4 times
  - As you breathe, try to follow your breath in and out. As thoughts come into your head, envision them floating out.
  
- **When you are feeling mad (adapted from zerotothree.org)**
  - Check your own stress level: Often a caregiver's stress level affects their kids. Ask yourself how stressed you are feeling and then try something to reduce it in the moment such as taking a deep breath, drinking water, standing outside and listening to birds for a few second, anything to help calm your sense.
  - Know your child's ages and stages: Does the behavior make sense for your child's age? If a two-year-old is struggling to share without support, remembering that they don't have that skill yet can help you find compassion and then respond with teaching versus anger.
  - Trouble spots of the day: If you are or your child has meltdowns during a specific time of day having resources ready beforehand can decrease stress levels. For example, if an afternoon snack is important to avoid getting "hangry," prioritize that part of the day.
  - A kid's point of view: Most behaviors mean your child is trying to tell you something. If you can imagine what your child is feeling and what the behavior is telling you setting limits and responding with kindness is much easier.
  - Perfection is not possible: It is ok to be a "good enough" parent. Every parent makes mistakes and it can all be turned into an opportunity for everyone to learn. Saying you are sorry and trying again teaches your child a valuable lesson about our emotions and provides a different type of opportunity to connect with your child.
  
- **Movement**
  - Take a few minutes at the beginning of the week to write out the type of movement you enjoy the most (running, yoga, walking, etc.).
  - Plan out 2-3 times per week that you can practice this movement
  
- **Journaling - respond to the writing prompts below alone or as a family:**
  - What are five things I am proud of right now?
  - What I am doing really well as a caregiver right now?
  - In the past 24 hours, what has brought me joy?
  - What is a realistic goal I can set for myself/my family for today, tomorrow or this week? What steps/actions do I need to take to accomplish this goal?
  
- **Take care of yourself—take walks—don't consume too much media. Pay attention to your body's need for sleep, nutrition, and exercise—stretching exercises, mindfulness.**
  - Daily Quarantine Questions:
    - What am I grateful for today?
    - Who am I checking in on, or connecting with today?
    - What expectations of "normal" am I letting go of today?
    - How am I getting outside today?
    - How am I moving my body today?
    - What beauty am I creating, cultivating, or inviting in today?
    - How am I nourishing my spirit today?

## ADDITIONAL RESOURCES AND TOOLS (COVID-19):

- [California Surgeon General's Playbook: Stress Relief during COVID-19 \(Adult\)](#)
- [California Surgeon General Playbook: Stress Relief during COVID-19 \(Kids\)](#)
- Zero to Three: [Importance of self-care for parents during Corona Virus](#)
- Zero to Three: [Tips for Families](#)
- CDC: [Advice for Prepping and Managing Stress and Anxiety](#) (plus other embedded resources):
- Be Strong Families: [Join a Parent Café online using Zoom](#)
- The Childmind Institute: [Supporting Families During COVID-19](#)

### Free exercise program online (during Coronavirus)

- [Virtual Yoga Classes](#) (Core Power Yoga)
- [YMCA – virtual classes](#)

### Other Articles/Video (COVID-Specific)

- California Association of Marriage & Family Therapy: [Video: Reducing Anxiety for you and your family during coronavirus](#)
- PBS.org: [How to Talk to your Kids about the Coronavirus](#)
- New York Times: [5 Ways to Help Teens Manage Anxiety About the Coronavirus](#)
- The Guardian: [The family lockdown guide: how to emotionally prepare for coronavirus quarantine](#)

### Printable/Posters/Etc.

- [Help Us Stay Calm](#) – Bilingual strategies that help you and your child stay calm during challenging behaviors (Pyramid Model & University of Southern Florida)
- Be Strong Families: [100 ways to reduce toxic stress](#)

### Other Articles/Video (General)

- American Psychological Association: [Building Resilience](#)

### Supports for mindfulness and meditation

- [Headspace](#) - mindful meditation program is offering no cost meditations to support
- [Calm](#) - meditation and sleep app is offering no cost meditation during COVID-19 pandemic.

# CONCRETE SUPPORT IN TIMES OF NEED:

**ACCESS TO CONCRETE SUPPORT AND SERVICES THAT ADDRESS A FAMILY'S NEEDS AND HELP MINIMIZE STRESS CAUSED BY CHALLENGES.**

Every family needs help sometimes, especially during a crisis. Challenges with basic needs can create overwhelming stress for a family and household, and this stress can harm the health and safety of caregivers, children and communities. Luckily, there are resources available to help families move from surviving to thriving.



In San Diego, we are fortunate to having a connected network of resources and supports through [211 San Diego](#). If you have immediate needs, please call 2-1-1 and a representative can guide you through the local resources that can help protect your family. Resources may include health, food, utility, financial, income, employment and other supports.

- [Food Service Programs](#) (COVID-19 Specific)
- [WIC](#): The Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides food benefits, nutrition education, breastfeeding support, wellness coaching, counseling services, and referral services to community resources.
- If your family is in need of diapers please visit: [Diaper Bank Program](#)
- [YMCA Childcare Resource Service](#): Essential services workers in need of child care in San Diego County can call 1-800-481-2151 to find licensed child care so they can continue to work during this crisis. When a family calls the line, they speak with a child care advisor who searches the database for licensed providers who adhere to public health guidelines and are able to take in children immediately. Advisors will also call licensed providers on the family's behalf to make child care arrangements, streamlining the process of finding care as community need and guidelines evolve in response to COVID-19. Advisors are available Monday through Friday, 8:00am to 5:00pm, and families can also conduct online searches themselves.  
A dedicated, 24-hour line for health care, first responders, law enforcement and military professionals is also available at **619-952-0242**. If the phone line is busy, YMCA CRS will return calls as soon as possible.
- [National Alliance on Mental Illness COVID-19 Resource and Information Guide](#)
- Rady Children's Hospital Pediatric Nurse Advice Line: 858-966-8399
  - 8 a.m.-10 p.m., seven days a week
  - [Video Link](#)
- [Financial Assistance through United Way](#): Request assistance to help to pay utility bills or rent/mortgage. Applications are available in [English](#) and [Spanish](#).
- [California Employment Development Department \(EDD\)](#): EDD provides a variety of support services to people who have lost their jobs or have had their hours reduced due to the impacts of COVID-19 in California. EDD is providing financial benefit solutions for workers in the following situations: sick/quarantined, caregiving, school closures/child care, reduced work hours, self-employment, and potential closures/layoffs.
- [San Diego Gas and Electric \(SDGE\)](#): SDGE will not shut off service to customers with unpaid bills until further notice. SDGE is also providing flexible payment plans and payment assistance. To find out more please visit:
- Response to Crises
  - CWS/ National Child Abuse Hotline (800-422-4453)
  - National Domestic Violence Hotline (800-799-7233)
  - National Suicide Prevention Hotline (800-273-8255)
    - [Chat Feature](#)
    - [My3app](#)
  - Substance Abuse and Mental Health Services Disaster Distress Hotline (800-985-5990 or text TalkWithUs to 66746)
  - Mental Health First Aid (text MHFA to 741741)
  - Psychiatric Emergency Response Team (PERT) (858 565-200 or 619 531-2000)
  - San Diego Access & Crises Line (888 724 7240\_)
    - [Chat Feature](#)

# SOCIAL CONNECTIONS:

## POSITIVE RELATIONSHIPS THAT PROVIDE EMOTIONAL, INFORMATIONAL, AND SPIRITUAL SUPPORT.

With “social distancing” guidelines, it is easy to feel isolated and overwhelmed. Being physically apart is necessary, and staying connected is more important than ever. This is true for children who are now also trying to adapt to a new virtual way of connecting. Kids may be missing their friends, teachers and other important figures, and perhaps this is coming out in various behaviors. Finding the people who can support you in these times might take some creativity, but the benefits are never-ending. Protecting your families and yourself is not something you are expected to do alone; we all need our social connections!





## HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY:

- **High Five!**
  - On a piece of paper trace your hand (or trace on your hand with your finger if you don't have access to paper and pen)
    - On your thumb, write the name of the last adult that gave you a thumbs up
    - On your pointer/index finger, write the name of an adult that you point to as a symbol of strength currently.
    - On your middle finger, write the name of an adult who has helped you through moments that weren't your best
    - On your ring finger write the name of an adult who has partnered with you on a project
    - On your pinky finger write the name of person who has kept a promise to you
      - Find the email or phone number of person and write it on next to their name
      - Make a goal to reach out to at least one of these people in the next five days.
- **Make Space: Take Space**
  - Call/text/FaceTime/e-mail one person who you want to make some space for. Maybe you know they are struggling currently, have lots on their plate or you just haven't heard from them in a while.
  - After that call, Call/text/face-time/e-mail one person that can you can take some space with and share your biggest worry or fear.
    - Where do I start? Sometimes one of the bravest things we can do is call someone to say, "Hey, I am struggling" or "Hey, I am worried about you". Below are some ways to start this conversation. You might be surprised how good you feel afterwards
      - My gosh, this time has been really hard on me. I would love to hear how you are coping with it?
      - What an intense time this has been recently. I am curious what you are doing to take care of yourself in all of it?
      - All of this Coronavirus stuff is overwhelming; do you have a funny story you can share with me?
      - Let's do something kind of goofy. Can you tell me the high point of your day and then the low point of your day and then I will do the same?
      - Want to hear how I totally rocked as a parent today? I am also going to tell you my biggest parent fail. Do you want to share yours?

## ADDITIONAL RESOURCES AND TOOLS (COVID SPECIFIC):

- Join a Parent Café online using zoom
  - [Be Strong Families](#)
  - [YMCA CRS Virtual Conversation Cafés](#)

## ADDITIONAL RESOURCES AND TOOLS (GENERAL):

- Using Technology to Stay Connected
  - [Netflix Party](#)
  - Zoom: [Free Video Conferencing Software](#)
- [Parent Partnership Resources from the Children's Trust and Prevention](#)

# KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:

**UNDERSTANDING CHILD DEVELOPMENT AND PARENTING STRATEGIES THAT SUPPORT PHYSICAL, COGNITIVE, LANGUAGE, SOCIAL AND EMOTIONAL DEVELOPMENT; BUILDING CONFIDENCE IN “KNOWING WHAT MY CHILD NEEDS AS THEY GROW AND DEVELOP.”**

Relationships with others are at the center of young children’s lives. Caring relationships with close family members provide the base for young children to engage with others, to explore with confidence, to seek support when needed, and to view interactions with others as likely to be positive and interesting (California Preschool Curriculum Framework, 2010, Vol. 1, p.6).

You are the expert when it comes to your child, and setting fair behavior expectations that match your child’s developmental stage is important. It builds compassion and creativity when it comes to kid (and adult) behaviors, and knowing what to expect as your kids grow can increase your confidence and make your job as a parent easier. Continuous learning on parenting and child development is important, especially during hard times like this.

Due to the amount of information in this section there are subsections:

- [Child Development](#)
- [Routines & Structures](#)
- [Direct Responses to COVID-19](#)
- [Play & Learning](#)



## CHILD DEVELOPMENT

- [Zero to Three](#): A great website for caregivers to explore. A few highlights are below:
  - [What do you do with the Mad that you Feel](#)
  - [Screen Sense](#)
  - Follow @zerotothree on Instagram for up-to-date resources
- Center on the Developing Child at Harvard University: Helpful videos and articles:
  - [What is Early Childhood Development](#)
  - [Brain Architecture](#)
  - [Serve and Return](#)
- [First 5 San Diego: Parent Portal](#)
- Centers for Disease Control and Prevention (CDC):
  - [Child development](#)
  - [Act Early](#)
  - [Milestone Tracker](#) (CDC app to support caregivers in understanding and tracking developmental milestones)
- National Association for the Education of Young Children (NAEYC)
  - [Hello Forum](#)
- Ted Talks on Parenting
  - Glen Henry – [What I've Learned About Parenting as a Stay at home Dad](#)
  - [How Cultures Around the World Think About Parenting](#)

## ROUTINES/STRUCTURE: HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY

- It is important to provide as much structure, predictability and normalcy into your child's day as possible. A schedule plans a day by time and activity. When a schedule is consistent, children learn the pattern and know what to expect. Consistency is important. Keeping mealtimes, exercise routines, play, and bath times as predictable as possible gives a much-needed sense of safety and security. Ensuring that they get the proper amount of sleep for their age will help children to stay emotionally regulated. Use this opportunity to get outside with your children—where the air is fresh. Movement is one of the best ways to relax. So, remember to play, inhale deeply, exhale slowly, get your heart rate up and take an active role in keeping all family members healthy and positive.
- Visual schedules: Visual schedules are used to show a clear beginning, middle and end. Visuals empower children to become independent and encourage participation. Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly reduce the number of times you say "no" and correct behavior throughout the day, since your child can better predict what should happen next. Include your child in the creation of a visual schedule. Let your child draw the pictures or take photos of your child doing the activity (Children LOVE seeing themselves in photos), use clipart, or objects that shows your child the steps.

### Here's one example of a visual schedule:

- Create a daily schedule with your children. Draw pictures (or get them online) of each "activity" and a general time frame for when they can expect each thing to happen.
- Include the activities similar to those your child does in preschool: mealtimes and snacks, handwashing, outdoor time (recess), "learning time," and rest.
- Maintain, as possible, regular mealtimes and family routines. If you usually go to dance or soccer practice in the afternoon — go to a field instead and exercise outside together. Consistency is important in helping young children feel secure and safe
- Families/caregivers play an important role in helping their children understand what's happening as well as assisting with the management of their own worries or anxiety.



## ROUTINES/STRUCTURE: ADDITIONAL RESOURCES AND TOOLS (COVID-19)

- PBS: [Schools closed? How to make a new home routine](#)
- Prevent Child Abuse America: [Tips to stay connected, active and engaged as a family](#)
- State of Illinois: [Webinars](#) for caregivers and [Facebook](#) page

## ROUTINES/STRUCTURE: ADDITIONAL RESOURCES AND TOOLS (GENERAL)

- CESEFL: [Teaching your child to become independent with daily routines](#)
- National Center for Pyramid Information (NCPMI): [How to use visual schedules to help your child understand expectations](#)
- NCPMI: [How to make a visual schedule](#)
- NCPMI: [Making life easier: Bedtime and Naptime](#)

## COVID-19 SPECIFIC: HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY

Children may be feeling unsettled by the changes in routine and you may see changes in behavior, sleep, etc. Your child's feelings of anxiety or worry may cause changes in behavior. For example, preschool children may return to behaviors they have outgrown such as toileting accidents, bed-wetting, or being frightened about being separated from their caregivers. They may also have tantrums or a hard time sleeping. Respond to these changes in a calm, consistent and comforting way. Encourage your child to talk about their feelings and check-in with children often about how they are feeling. Pick a calm, undistracted time to give them the chance to process their feelings. Validate their emotions and provide reassurance.

Limit the amount of COVID-19 news you consume as a family, especially in front of young children. Do not assume they are not listening, even if they are not actively watching.

- **Tips for early childhood**
  - Try to stay calm around babies and toddlers—even though they may not understand what is going on, they will pick up on a caregiver's worry and anxiety
  - Importance of maintaining normal routines
  - Limit media coverage
  - Watch their non-verbal signs for anxiety
  - Follow their lead when it comes to providing information
- **Preschoolers—may be more tuned into what is happening and may have questions**
  - Safety is a primary concern for preschool age children—provide reassurance
  - Remind them they can stay healthy by washing hands—create a fun song to use while washing hand.
  - Limit media time/coverage
  - Watch their non-verbal cues that they may be anxious (extra weepy, clingy, irritable, scared)
  - Try to maintain normal routines and rituals—try to create and stick to routine when possible
  - Reassure them—they may be wanting extra hugs and physical reassurances
  - Follow their lead when it comes to providing information

## COVID-19 SPECIFIC: ADDITIONAL RESOURCES AND TOOLS

- CDC: [Helping children cope with emergencies](#)
- [Zero to Three: Young Children's Questions about Coronavirus](#)
- [Zero to Three: Baby Talks: Parents Coronavirus Questions Answered](#)
- NPR: [Comic about the Coronavirus](#)
- Toolkits to support kids living with varying disabilities to cope with the changes
  - [Easter Seals Social Story: How to Deal with School Closures \(includes a link with online resources\)](#)
  - [Easter Seals Social Story: My Coronavirus Story](#)
  - [Easter Seals: Activity Ideas](#)
  - Conscious Discipline: [Social Story - Why Can't I go to School](#)[Social Story - Why Can't I go to School](#) (Login may be required they are downloadable and in multiple languages- free to login)
  - Mind Heart: [#COVIBOOK](#) – Supporting and reassuring children around the world multiple languages)
- First Things First: [Parenting in the time of Coronavirus and Social Distancing](#)
- Psychology Today: [How to talk to kids and teens about the Coronavirus](#)
- Fatherly.com: [Hand Washing Songs](#)
- Spark & Stitch Institute: [Family Rituals](#)
  - Childmind: [Talking to Kids about the Coronavirus](#)

## PLAY AND LEARNING: HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY

Remember, it is more important to keep the learning positive and fun than to worry about academic skills for preschool-aged children. Enjoyable experiences such as reading together, storytelling, and games are fun ways to keep learning going without putting too much stress on young children. Play is a primary context for learning.

Play is at the heart of young children's explorations and their engagement in learning experiences (California Preschool Curriculum Framework, 2010, Vol. 1, p.6). Children at a very young age interact and engage with the world around them through play. Play is a child's work. Playing is learning, children learn and develop through play. The National Association for the Education of Young Children (NAEYC) has outlined 10 things every caregiver should know about play:

- Children learn through their play
- Play is healthy
- Play reduces stress
- Play is more than meets the eye
- Make time for play
- Play and learning go hand-in-hand
- Play outside
- There is a lot to learn about play
- Trust your own playful instincts
- Play is a child's context for learning

## PLAY: ADDITIONAL RESOURCES AND TOOLS

- NAEYC: [Tips and ideas for families: Child development, reading, writing, music, math and more!](#)
- NAEYC: [Resources to support children's learning](#)
- NAEYC: [Mini learning centers at home](#)
- First 5 San Diego: [At Home Activities](#) First 5 San Diego: [At Home Activities](#)
- Zero to Three: [A year of play: Activities to promote your child's development](#)
- Zero to Three: [Play with me! Fun activities by age](#)
- Zero to Three: [At home activity guide](#)
- Scholastic: [Learning at Home \(includes activities for preschool – Grade 9\)](#) Scholastic: [Learning at Home \(includes activities for preschool – Grade 9\)](#)
- Words Alive!: [Family friendly virtual story time](#) Words Alive!: [Family friendly virtual story time](#)
- PBS: New educational schedule broadcasts on KPBS 2.
- NBS News Learn: [Parent Toolkit \(By grade level and topic\)](#)
- True Teachers.org: [Family Play Plans](#)
- Reading Rockets: [Resources and activities](#) Reading Rockets: [Resources and activities](#)
- [Virtual Spanish lessons](#): taught on Facebook Live for caregivers looking for more educational opportunities for their children.
- Talking is Teaching.org: [Indoor Activity Kit](#)
- [Tumblebooks](#): free e-books through the Chula Vista Library

### Banks of Educational Resources

- [Educational Resources List](#): A list of organizations offering free subscriptions and resources for enriching the time at home, updated daily. Sorted alphabetically by name of company:
- [Dropbox of Educational Resources](#)
- [Coding resources – free during school closures](#)
- [Free resources and subscriptions for remote learning and home school during school closures](#)
- [Audible: Free stories for kids](#)

# SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:

**FAMILY/CHILD RELATIONSHIPS HELP CHILDREN DEVELOP THE ABILITY TO RECOGNIZE AND REGULATE THEIR EMOTIONS, EXPRESS THEMSELVES AND INTERACT WITH OTHERS.**

One of the best skills that caregivers can develop with their children is the ability to experience, express, and manage emotions, communicate needs, and establish positive and rewarding relationships. Caregivers who can model these skills and provide space to develop and practice these skills are building resilience in their family.

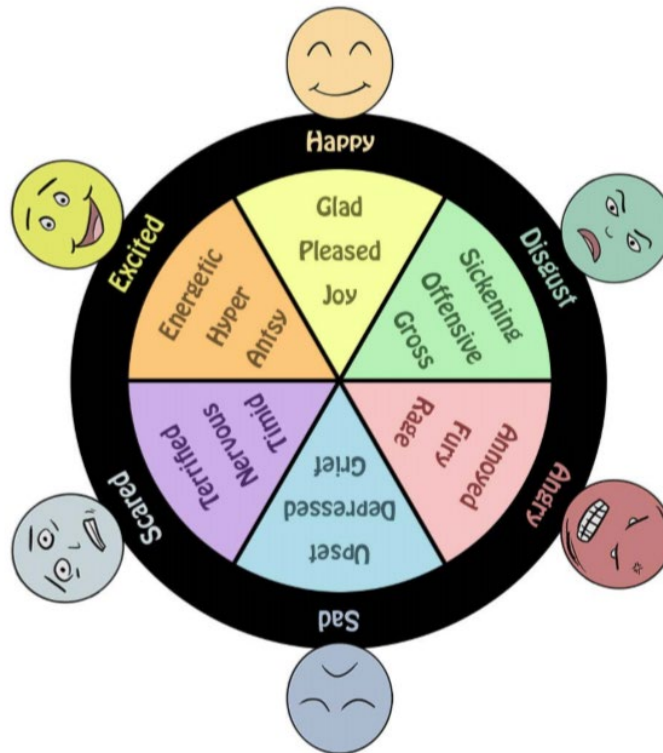
Relationships shape young children's learning. From infancy, parent-child and family relationships guide and motivate children's love for discovery and learning and provide a secure foundation for the growth of exploration and self-confidence (California Preschool Curriculum Framework, 2010, Vol. 1, p.6).



## HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY:

- **Emotion Wheel & Breathing**
  - [Download](#) or use the emotion wheel below.

### Emotion Wheel



- Hang the wheel somewhere where kids can see it throughout the day
- Before bed each night sit with your kid in a comfortable position and take three slow mindful breaths
- Ask your child what they are feeling and where they are feeling it, i.e. "I feel angry and it feels like lava in my belly"
- Tell them that it is ok to have those feelings and that you are proud they can express how they feel
- Then take three slow mindful breaths with them
- Ask if the feelings have changed or if their body feels different
  - Continue until the child reports feeling at ease
- **Mindful Moments: If you feel your kids are struggling with emotions or behaviors**
  - Heart and Tummy Breaths
    - Close your eyes
    - Place one hand on your chest and one on your tummy
    - Take 5 big breaths
    - With each breath tune into the rise and fall of our heart and your stomach
  - 5 Senses
    - Stop what you are doing and take one big breath
    - Name 5 things you can see
    - Name 4 things you can feel
    - Name 3 things you can hear
    - Name 2 things you can smell
    - Name 1 thing you can taste



- **Mealtime Prompts: While you are eating snack or a meal ask each member to share their answer to a selected prompt, ideas below:**
  - What is something you have done that made you feel brave?
  - If you could meet any famous person and ask them a questions, who would it be and what would you ask?
  - What is something you learned how to do this year?
  - What words would a friend use to describe you?
  - What is one kind thing you have done today?
- **Family Huddle:** At the end of the day have everyone in the family sit or stand in a circle. Each person takes a turn sharing their High of the day, and their Low of the Day. You can change the name of this depending on what your family likes, ideas below:
  - Highs & Lows
  - Puppies & Poop
  - Treasure & Trash
  - Good & Bad
- **Write it Down/Rip it Up or Crumple Up:** At the start of each day have your kids write down their insecurities and stress. After sharing with you they can then rip the paper up or crumple the paper up. By you knowing what stress they are carrying that day you can be sure to discuss with them or change the routine if it is helpful.
- **I Heart \_\_\_\_:** At the start of the day each kid can draw a heart on their paper. They can write something that is filling their heart with gratitude. They can then share that with you and post it somewhere in the house and throughout the day it can be a reminder.
- **Create a kindness jar:** write down all the acts of kindness you see your children doing, (e.g. helping with a chore, sharing a toy with a sibling, making a picture for a friend, etc.) Then, periodically select a paper from the jar and read it aloud with the family.
- **Use books and pictures** to discuss emotion words like angry, scared, and worried.

## ADDITIONAL RESOURCES AND TOOLS (COVID-19 SPECIFIC)

- [Sesame Street: Caring for each other](#) (Games, videos, activity ideas)
- CDC: [Coping after a disaster coloring book](#)

## ADDITIONAL RESOURCES AND TOOLS (GENERAL)

- National Center for Pyramid Innovations:
  - [Feeling Faces Poster: How I feel today](#)
  - [Teaching Emotions Activity Ideas](#)
  - Talking about [Fear](#)
  - Talking about [Anger](#)
  - Talking about [Sadness](#)
- CESEFL: [Family Tools from Center of Social Emotional Foundation for Early Learning](#)
- Sanford Harmony: [Harmony at Home](#): A social-emotional curriculum including games, songs, activities and lesson plans.