



April 1st, 2020

Hello All,

This section is dedicated to the social and emotional development of your children and our students here in NT. We know these are stressful times, so academic, social and emotional practice is essential to continue at home. SEL stands for Social and emotional Learning, and you might see this acronym pop up in the provided content. Some information is similar to what was first shared, this goes to show how important we think it is! Additionally, many resources have been added. If you are in need of any community resources please utilize the NT Family Resource Center Page found here: <https://www.ntschoools.org/Page/6945>

Since we all want your children to succeed, if you need anything specific please reach out to your respective Counselor or Social Worker from your son or daughter's school.

Please Stay Safe and Stay Strong during these difficult times.

Sincerely,

Your K-6 Social and Emotional Support Team

Mrs. Gorman, School Social Worker

Mrs. Lowry, School Social Worker

Mr. Schelbe, School Counselor

Mr. Zon, School Counselor

Mrs. Cretacci, School Social Worker

Mrs. Rose, School Social Worker

Mrs. Zackey, School Counselor

Miss Giannino, School Counselor

Feeling Stressed About Coronavirus (COVID-19)?

Managing Anxiety in an Anxiety-Provoking Situation

The outbreak of COVID-19 around the world has led to the spread of fear and panic for individuals and communities. In addition to following physical precautions guidelines, individuals should be taking care of their psychological well-being.

This guide includes tips for the following populations:

- For Everyone
- For Individuals Receiving Mental Health Services
- For Parents, Including Parents of Children with Pre-Existing Anxiety Disorders
- For Caregivers of Older Adults
- For Mental Health Providers

For Everyone:

- **Reduce anxiety by reducing risk.** Ways to reduce risk include practicing good hygiene (e.g. sneezing and coughing into your elbow, sneezing into a tissue and immediately throwing the tissue away, wash hands regularly with soap and water for at least 20 seconds, etc.) In addition, create a plan in case your regular routine is disrupted, such as setting up remote work and alternative childcare arrangements. Setting out a plan can help reduce anxiety by taking charge of the things you can control.
- **Manage your information flow by choosing reliable sources and establish boundaries on checking for updates.** Getting regular, factual information is important. However, continuously scrolling through social media or constantly refreshing the news is likely to lead to increased anxiety. Pick a few trusted news outlets – such as the state and local health authorities, Centers for Disease Control and Prevention, or World Health Organization – and commit to checking once or twice a day for updates.

- **Monitor your anxiety levels.** Anxiety is a normal response to a stressful situation and can provide adaptive benefits in many situations. However, when faced with mounting uncertainty, your brain can go into an anxiety spiral that is no longer helpful. Knowing the difference between typical and atypical stress is important. Monitoring your stress level will let you know when you need to seek additional help.
 - ✓ **A typical stress reaction may include:** temporary difficulty concentrating; irritability and anger; fatigue; stomachache; and, difficulty sleeping.
 - ✓ **An atypical stress reaction may include:** a persistent and/or excessive worry that doesn't lift and keeps you from carrying out your daily tasks. If you experience significant changes in your energy level, eating patterns, or sleeping patterns, difficulty concentrating on normal tasks, prolonged and overwhelming worry and hopelessness, or thoughts of self-injury or suicide, seek out immediate help at 1-800-273-TALK (8255) or text Got5 to 741741.
- **Practice good self-care, including exercise, eating healthy foods, and sleeping an adequate amount at night.** If possible, spend some time outside. Avoid staying up late to monitor the news.
- **Virtually reach out to different types of support networks,** such as family, friends, colleagues, faith-based communities, and social organizations to strengthen your overall feeling of connection. Isolation and loneliness feeds anxiety.
- **Find meaningful tasks and roles within your support network to channel your anxiety,** such as coordinating deliveries of groceries to those unable to leave home, curating kids' activity ideas for parents working from home, or video calling or calling those who might feel socially isolated. Supporting others is beneficial to the supporter as well.
- **Find or create spaces that are not focused on COVID-19.** Start a social media thread about other topics, ask friends to discuss other topics, or watch your favorite TV or movie.
- **Savor small positive moments, amplify positive stories, and stay optimistic.** Try to cultivate a mental wellness practice, such as writing in a gratitude journal, or talking nightly with your family about moments during the day that were fun or enjoyable.
- **Take an opportunity to practice mindfulness when managing anxiety.** Mindfulness tools like grounding exercises, sensory modulation, and deep breathing may be helpful.

For Individuals Receiving Mental Health Services:

- **As soon as possible, work with your mental health provider on a coping plan.** Think about helpful coping skills you can practice daily and be mindful to those coping skills that you may turn to that are otherwise harmful to your safety and well-being. For example, if you know that music, walking outside, reframing your thoughts, and connecting with others are helpful, think about ways you can incorporate those into your daily life. If you know that you might struggle with ruminating, self-injury, substance use, or other strategies that might be harmful to your safety and well-being, identify alternative coping methods with your provider. Write out a plan to help prepare you for heightened anxiety.
- **Work with your mental health providers on specifically managing anxiety and ask them to help you come up with practical skills that you can rehearse.**

- **Work with your mental health providers on alternative options if your routine services are disrupted.** These might include using telemental health services, getting prescription medication, or engaging in supplemental mental wellness activities.
- **Seek positive peer support.** Connect yourself to others who understand your experiences and can assist in problem-solving. If social distancing increases feelings of isolation, look into online peer supports or peer hotlines.

For Parents, Including Parents of Children with Pre-Existing Anxiety Disorders:

- **Think about and rehearse scripts for talking with your kids about COVID-19.** Kids take cues from caregivers about how anxious they need to be about a topic. Seek out resources and media to assist in your preparation.
- **Talk about the situation openly.** Most kids elementary-aged and up have heard about COVID-19 or coronavirus. Avoiding the topic or providing blanket reassurances is more likely to feed anxiety. If kids bring up the topic, let them know you are glad they brought it up. This increased the likelihood that they will come to you with further anxieties or questions.
- **Don't give more information than is requested.** Part of a developmentally appropriate approach is to answer the question your child asks, but not necessarily more than that. Check to make sure they understood your response by asking them to repeat back what they heard, and let them know you are open to more questions. Reassure your child that it is normal to feel scared or anxious.
- **Help your school-aged child and adolescent set boundaries on their information flow in the same way you are setting your own boundaries.** Help them identify factual sources of information and set appropriate intervals to check in. Encourage them to use their media literacy skills to question the messages they are getting from various information channels. Consider limiting media exposure or consuming media with your child so that you can be available to interpret and explain information.
- **Keep as many routines intact as possible.** For kids who may be out of school and/or have extra-curricular activities cancelled, it is helpful to keep other routines, like mealtimes and bedtimes. To the extent possible, for kids who are at home for longer periods of time, set up a structure. Collaborate with your child to come up with a loose schedule, such as an outdoor activity and lunch prep in the morning, and a movie and homework time in the afternoon.
- **Find fun ways to maintain contact with individuals your child is separated from,** such as grandparents or classmates at school. Set up opportunities to maintain and even grow connections, such as reading a book to grandparents on video call or sending postcards to friends.
- **Encourage physical activity and time outside, where possible.** Both staying active and having opportunities to be in nature are helpful with mitigating anxiety and building resilience.
- **Use this as an opportunity to teach distress tolerance skills that will be helpful to your kids in any situation.** This is a great time to learn about purposeful breathing, guided imagery, distraction, and other skills.

For Caregivers of Older Adults:

- **Facilitate ways for older people to maintain social connections.** As older adults have been told to isolate as much as possible, it is likely that social isolation and loneliness may take a toll on physical and mental health. Set up and provide technological assistance for family and friends to stay connected to the individual. Consider coordinating a group of people to check in on a rotation so that the individual feels the support of a network.
- **Encourage them to stay as active as possible,** for both physical and psychological well-being.
- **Help older adults find ways where they can help others,** such as calling others to check in on them or entertaining grandchildren on FaceTime. Having a purpose and role can reduce anxiety.
- **Consider practical ways you can relieve an older person's anxiety,** such as volunteering to order their groceries online or offering to walk the individual's dog(s).
- **In a time of high anxiety, it may be hard for older people to select reliable sources to get information and updates on COVID-19.** Curate a list of reputable media and write them down.
- **Practice self-care and be compassionate to yourself.** While caregiving is a demanding and rewarding role at the best of times, being a caregiver during a time of heightened concern is particularly stressful. If possible, find a way to take small breaks, rotate responsibilities with others, and practice your own mental health strategies.

For Mental Health Providers:

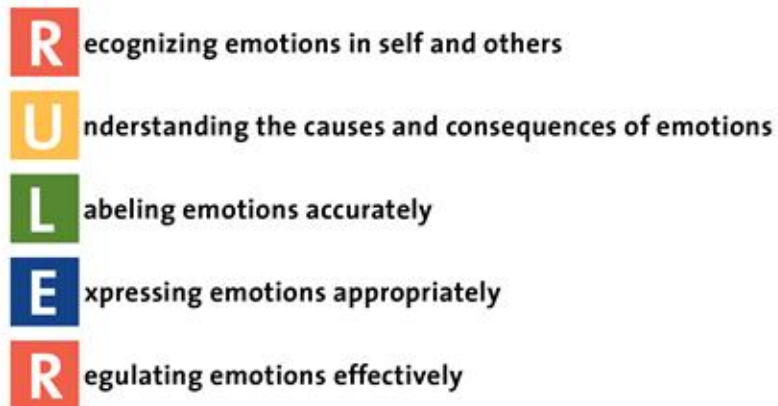
- **Place a priority on self-care,** including getting adequate rest and exercise, eating healthy food, maintaining social connections, and taking time away from service provision as possible.
- **Prepare for heightened anxiety in the individuals in your care and prepare your own toolkit on skills and scripts that might be helpful.**
- **Work with your colleagues to prepare back-up plans for crisis management,** such as telemental health or alternate therapeutic arrangements, so that you are prepared if there is a disruption in services. Work with your supervisor and colleagues to rotate functions and cross-train as much as possible.
- **Set up peer supports,** such as peer supervision and consultation, to connect with others who are in a similar situation. Setting up spaces to discuss the toll of vicarious trauma and anxiety is an important part of self-care.
- **Seek out professional help as needed.** Remember that provision of mental health care during a crisis is challenging and it is critical that you address your own stress and anxiety.

Emotional Regulation & RULER Overview:

Teaching students about emotions is essential to their development and their ability to control themselves and interact with others. Feel free to utilize the emotions games and handouts in the SEL Emotions & RULER to provide these opportunities for your child. Many of the online and printable resources can be used as games between siblings, and other family members in order to practice these skills at home.

RULER

The RULER Program is focused on Emotional Regulation and mental moments. Students learn how to recognize their emotions within these moments, while then being able to understand and control them.



See more information on RULER here:

- <https://www.ntschoools.org/Page/5601>
- <https://www.greatschools.org/gk/yale-tools-for-families/>

Download the Mood Meter App:

- <http://moodmeterapp.com/>

Feelings

Flash Cards



Angry



Bored



Calm



Excited



Frustrated



Happy



Proud



Sad



Scared



Silly



Surprised



Worried

By Lawrence E. Shapiro, Ph.D.

Introduction

Helping Children Understand Their Feelings

Imagine a world where people didn't talk about their feelings. If you think that we would act pretty much like animals, then you are right. In fact our ability to think about and talk about our feelings is one of the most important things that distinguishes us from other primates.

Everyone has feelings, and yet some of us seem to be better able to communicate them.

The ability of people to express, control, and understand the emotions of others is an important indicator of good mental health. Many studies have shown that people with good emotional skills, which we now call emotional intelligence, are less prone to emotional problems, have more friends, are more successful at school and in their work, and they are even physically healthier.

When professional counselors work to help children with emotional problems, they typically teach emotional skills which will aid them in coping better with their problems. These include

- An awareness of one's own emotions.
- The ability to understand the emotions of others.
- The ability to use an emotional vocabulary.
- The ability to feel and express empathy.
- The ability to cope with difficult emotions.
- The awareness of emotions within relationships.
- The ability to control and change one's emotional state.

But I believe that parents shouldn't wait until children have problems to begin their emotional education. Helping increase a child's emotional intelligence is just as important as teaching him reading or math skills. And like academic skills, the earlier that children learn emotional, social, and behavioral skills the better.

How To Teach Children About Emotions

Emotional skills are taught to children the same way as academic and other skills. For example if you want to teach a four year old basic reading skills, you would read him books to show him the fun of reading; you would point out the letters of the alphabet on signs, you would teach him to write his name, and so on. If you want to teach a child about emotions, you would talk to him about your feelings, you would help him to recognize his own feelings, and you would emphasize the importance of understanding the feelings of others.

Teaching children about emotions seems simple enough, and yet there are significant differences in the way that parents in different cultures address this developmental task. For example one research study asked Japanese and American mothers of 3 and 4 year how they would react to a variety of hypothetical situations regarding the misbehavior of their youngsters. The researchers found significant differences in how the mothers from different cultures instructed their young ones about the importance of good behavior.

For example, when asked how they would respond if their preschooler was misbehaving in a grocery store, the American mothers were most likely to say that they would yell at their children or grab them. But the Japanese mothers were more likely to appeal to their children's feelings with comments like: "How do you think that the store owner or the other shoppers will feel if you misbehave. It will make them upset or mad, and then they will have a bad day. There are other people shopping with us and we must be aware of them, too."

Because it is not ingrained in our culture, American parents and educators need to pay more attention to the way that they talk about emotions with children, stressing the importance of respecting the emotions of others. The Feelings Flash Cards have been designed to give parents and teachers activities to stimulate discussions about emotions with children. The more time you take to talk about emotions with children, the more easily they will be able to do this with their peers.

Sincerely,
Lawrence Shapiro, Ph.D.

The Feelings Flash Cards

Instructions

There are 13 Feelings Flash Cards representing 12 feelings and 1 "blank" face for adults or children to add their own feelings. You can make as many copies of the blank card as you like to add additional feelings.

The feelings included are:

1. Angry
2. Happy
3. Sad
4. Scared
5. Surprised
6. Proud
7. Silly
8. Bored
9. Excited
10. Calm
11. Frustrated
12. Worried

Preparing the Cards

1. Print out the 13 cards on standard 8.5 X 11 inch paper.
2. Then fold the bottom of the card up, so that bottom half of each sheet of the paper becomes the back of an 8.5" by 5.5" card.
3. Tape each card at the top and sides.
4. If you want to preserve the cards you can laminate the front and back.
5. Or you can make multiple copies of the card for different activities. (Permission is granted by the copyright holder to make unlimited copies for personal or professional use.)

The Feelings Flash Cards are designed to help children talk about their feelings and also to recognize different feelings in others. Our artist had a certain feeling in mind when she drew each picture, but it is important to keep in mind that there is no right or wrong answer to the question: "What is this child feeling?" Even adults have difficulty determining a feeling from a facial expression alone and will be wrong in determining the feeling nearly 50% of the time. The purpose of the Flash Cards is to help stimulate thoughts and discussions about feelings. Remember that there are really no right or wrong answers when you are teaching children about feelings.

Here are some suggestions on how to use the cards.

Talking About Feelings

Show a child (or group of children) one card at a time. There are questions on the back of each card to guide your discussion. Note: Young children (ages 3-5) may only be able to identify four or five basic feelings—angry, happy, sad, scared—but you can still show them the other cards and teach them about these feelings.

Color Your Feelings

Give a child a Feelings Flash Card and ask him to draw in pictures in the background that may be causing a particular feeling and color it in. You should do this activity with a child, drawing and coloring in on your own cards to model how you talk and think about feelings.

Tell a Story

In the squares beneath each picture, write in a name for each child. Then shuffle the cards, and pick 3 cards from the deck. Have the child make up a story about the three children that he/she has picked.



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Card #1

Angry

What do you think that this boy is feeling?

(The child may say another feeling other than "angry." You can talk about that feeling, or you can say: "The artist who drew this picture thought that he looked angry. Do you think so, too?")

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- What makes you angry?
- What are some ways that people show they are angry?
- How can you tell that this boy is feeling angry?
- Can you make a face like you're angry?
- Can you pose your body (hands, arms, legs, etc.) to show that you are angry?
- What are some times that it is important to say that you are angry?
- What are some times that you need to control your anger?



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Card #2

Happy

What do you think that this girl is feeling?

The child may say another feeling other than "happy." You can talk about that feeling, or you can say: "The artist who drew this picture thought that he looked happy. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- What makes you happy?
- What are some ways that people show they are happy?
- How can you tell that this girl is feeling happy?
- Can you make a face like you're happy?
- Can you pose your body (hands, arms, legs, etc.) to show how you look when you are happy?
- What are things that always make you happy?
- What are some things you can do to make other people happy?



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Card #3

Sad

What do you think that this girl is feeling?

The child may say another feeling other than "sad." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked sad. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- What makes you sad?
- What are some ways that people show they are sad?
- How can you tell that this girl is feeling sad?
- Can you make a face like you're sad?
- Can you pose your body (hands, arms, legs, etc.) to show how you look when you are sad?
- What is something you can do to cheer someone up who is sad?



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Card #4

Scared

What do you think that this girl is feeling?

The child may say another feeling other than "scared." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked scared. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- What kinds of things are you scared of?
- What kinds of things are your friends scared of?
- What do you think that this girl is afraid of?
- Can you make a face like you're scared?
- Can you pose your body (hands, arms, legs, etc.) to show that you are scared?
- Have you ever felt that you were scared, but there was really nothing to be afraid of?



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Card #5

Surprised

What do you think that this girl is feeling?

The child may say another feeling other than “surprised.” You can talk about that feeling, or you can say: “The artist who drew this pictures thought that he looked surprised. Do you think so, too?”

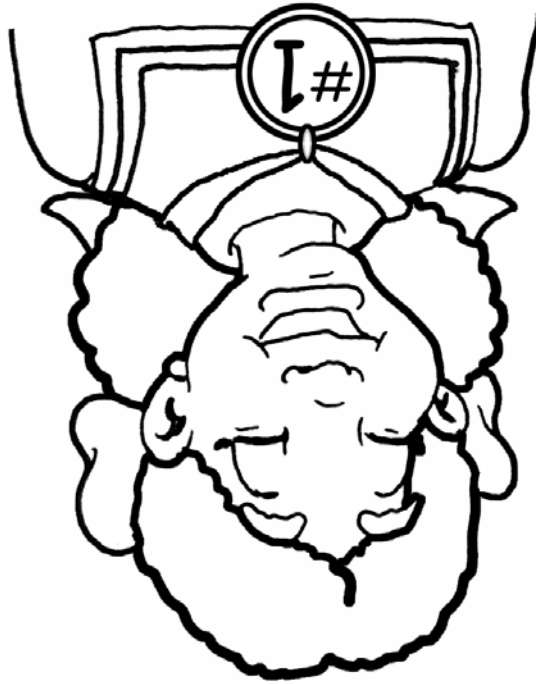
Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.

Give children concrete examples of your thoughts and experiences with different feelings.)

- Can you think of a time that you were surprised?
- Have you ever surprised someone else?
- Sometimes children get scared when they are surprised. Has that ever happened to you?
- Make a face like you are surprised?
- Can you pose your body (hands, arms, legs, etc.) to look like you are surprised?
- There are different kinds of surprises. There are little surprises and there are big surprises. Can you think of 3 different kinds of surprises?



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Card #6

Proud

What do you think that this girl is feeling?

The child may say another feeling other than "proud." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked proud. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- Can you think of a time that you were proud of yourself?
- Can you think of a time that you were proud of someone else?
- What do people say when they are proud of you?
- Can you pose your body (hands, arms, legs, etc.) to show that you are proud of yourself?
- If you wanted to feel proud of yourself today, what would you do?



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Card #7

Silly

What do you think that this boy is feeling?

The child may say another feeling other than "silly." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked silly. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- When do you feel silly?
- What do you do to be silly?
- Make a silly face right now?
- Can you sing a silly song?
- Can you think of a place that you should never be silly?



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Card #8

Bored

What do you think that this boy is feeling?

The child may say another feeling other than "excited." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked excited. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- When do you get bored?
- What do you do when you feel bored?
- Do you ever complain when you are bored? What happens when you complain?



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Card #9

Excited

What do you think that this boy is feeling?

The child may say another feeling other than "excited." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked excited. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- What makes you excited?
- What can you do that will make someone else excited?
- Can you think of something coming up soon that will make you excited?
- Have you ever been excited and afraid at the same time?



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Card #10

Calm

What do you think that this boy is feeling?

The child may say another feeling other than "calm." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that he looked calm. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- Name some things that can make you feel calm.
- How can you tell that this boy is feeling clam?
- Can you pose your body (hands, arms, legs, etc.) to show that you are calm?
- Take 10 slow deep breaths. Now relax your muscles. Do you feel calm?
- Can you think of a situation where you need to learn to be calm?



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Card #11

Frustrated

What do you think that this boy is feeling?

The child may say another feeling other than "frustrated." You can talk about that feeling, or you can say: "The artist who drew this picture thought that he looked frustrated. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- Being frustrated means that you are having difficulty doing something that you want to do. Can you name 3 things that make you feel frustrated?
- What do you do when you are frustrated?
- Can you think of something that makes grown-ups feel frustrated?
- Can you pose your body (hands, arms, legs, etc.) to show that you are frustrated?
- Can you make yourself feel frustrated and then make yourself feel calmer? Try it.



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Card #12

Worried

What do you think that this girl is feeling?

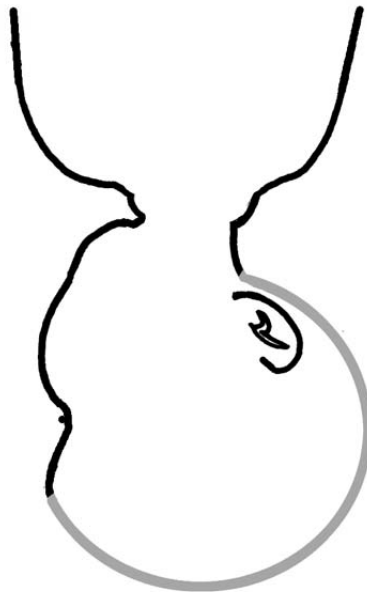
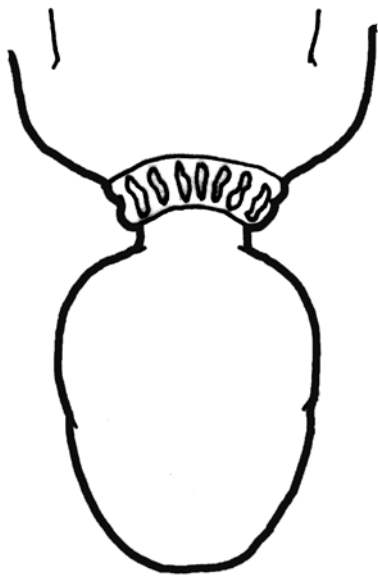
The child may say another feeling other than "worried." You can talk about that feeling, or you can say: "The artist who drew this pictures thought that she looked worried. Do you think so, too?"

Then you can ask any the questions below that seem appropriate. The questions are ranked in the order of difficulty. In other words, younger children should be able to answer the first few questions, and older children should also be able to answer all of the questions.

Questions

(Note: If the child does not know the answers, then you can answer them yourself.
Give children concrete examples of your thoughts and experiences with different feelings.)

- What is something that worries you?
- What do you do when you are worried about something?
- Do you sometimes feel that you worry too much about something?
- Who can you talk to when you are worried about something?



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Card #13

You Fill In the Feeling

This card is left blank so that a child or an adult can draw in a feeling that is not included in the Feelings Flash Cards.

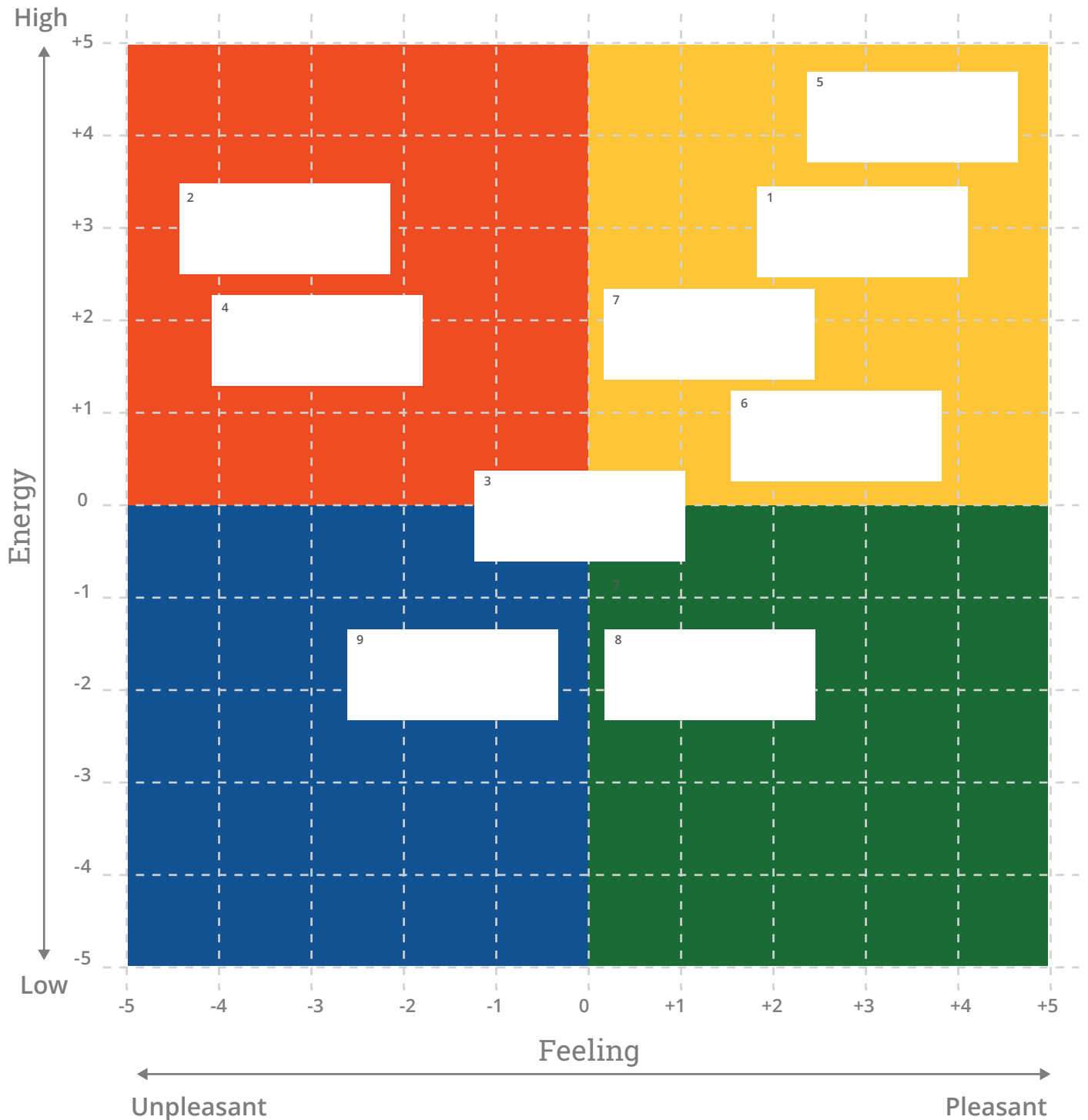
Questions

Here are some questions that you might ask about the feeling:

- Why is this feeling important?
- Can you name some times that you have this feeling?
- Who else do you know who has this feeling a lot?

The Mood Meter PreK – 1st Grade

How are you feeling?

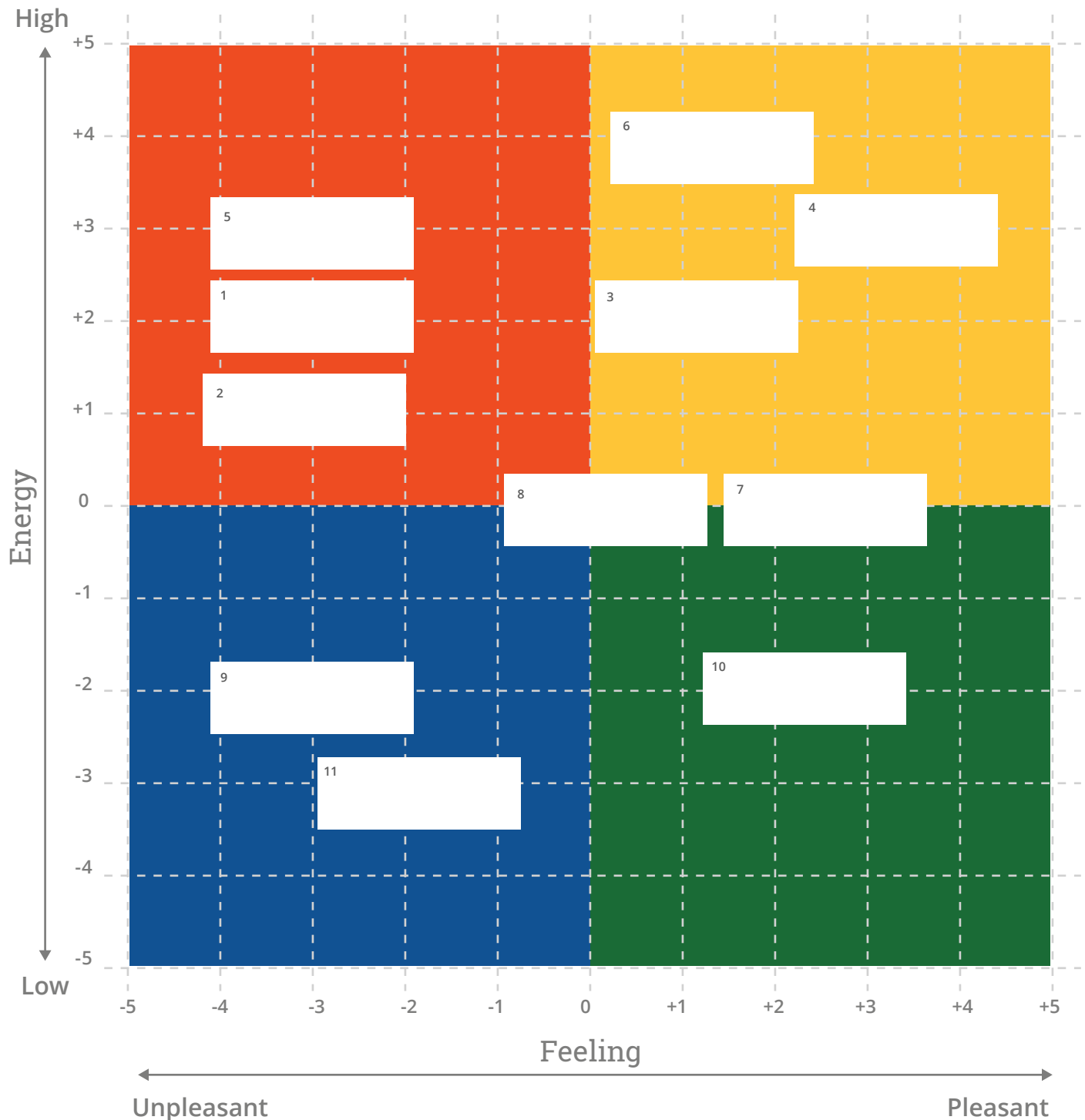


Try to put these words where they belong in the Mood Meter. See last page to find answers

Bored - Relaxed - Brave - Excited - Angry - Cheerful - Proud - Angry - Worried - Patient

The Mood Meter 2nd – 3rd Grade

How are you feeling?

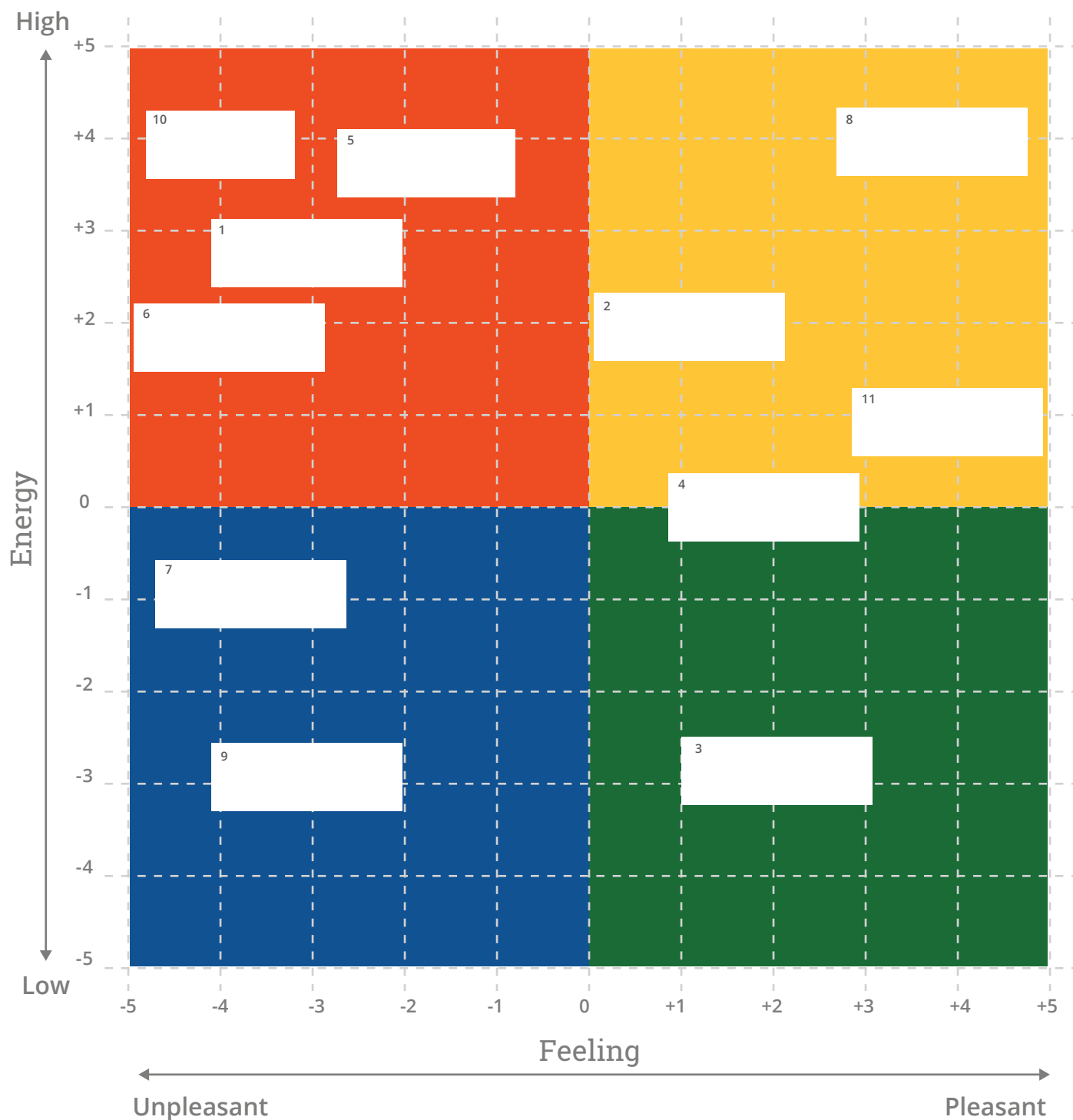


Try to put these words where they belong in the Mood Meter. See last page to find answers.

Peaceful - Bold - Frightened - Blamed - Relieved - Dissapointed - Hyper - Thoughtful - Eager - Timid - Discouraged

The Mood Meter 4th – 5th Grade

How are you feeling?



Try to put these words where they belong in the Mood Meter. See last page to find answers

Aggressive - Overwhelmed - Terrified - Ashamed - Resentful - Distressed - Content - Optimistic - Ecstatic -
Sympathetic - Competent - Tranquil

The Mood Meter Answers

How are you feeling?

The Mood Meter PreK – 1st Grade

9. Bored - 8. Relaxed - 7. Brave - 5. Excited - 2. Angry - 1. Cheerful - 6. Proud - 2. Angry - 4. Worried - 3. Patient

The Mood Meter 2nd – 3rd Grade

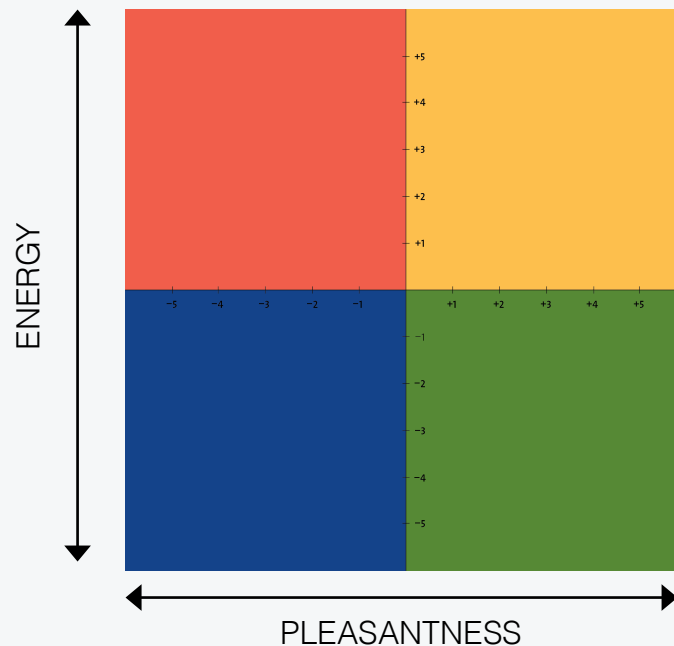
10. Peaceful - 3. Bold - 5. Frightened - 2. Blamed - 8. Relieved - 9. Disappointed - 6. Hyper - 7. Thoughtful - 4. Eager - 1. Timid - 11. Discouraged

The Mood Meter 4th – 5th Grade

5. Aggressive - 1. Overwhelmed - 10. Terrified - 7. Ashamed - 6. Resentful - 4. Content - 11. Optimistic - 8. Ecstatic - 9. Sympathetic - 2. Competent - 3. Tranquil

Mood Meter Check-in and RULER Skills

How are you feeling?



RULER Questions

1. How are you feeling? (Recognizing & Labeling)
2. What happened to make you feel this way? (Understanding)
3. How are you showing your feeling? (Expressing)
4. What are you doing to feel more, less, or the same of that same feeling? (Regulating)

RULER Skills

Recognizing emotions	Using cues to understand what we are feeling and what others are feeling
Understanding emotions	Understanding the causes and consequences of an emotion
Labeling emotions	Giving emotions a name
Expressing emotions	How we show and express our emotions and how we show our emotions in socially appropriate ways
Regulating emotions	What we think about or do to feel more or less of an emotion or to keep feeling the same amount of an emotion

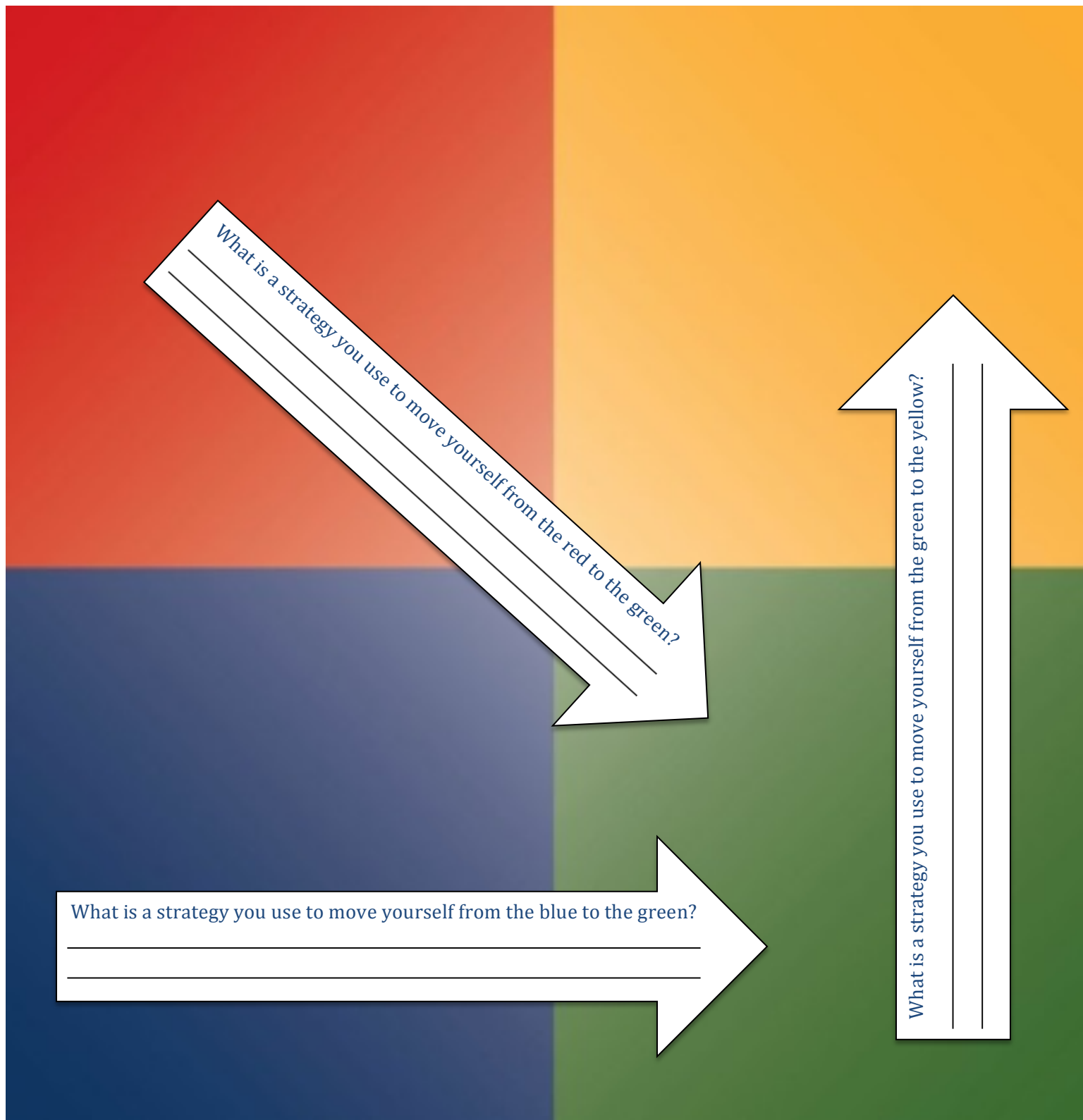
Activity: Rollercoaster of Emotions

Think about a typical day from start to end.

What are the events that happen that define your day? How do they make you feel?

What happened?	How did you feel?	Mood Meter Color
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Moving Around the Mood Meter for Adults



Feeling Words Curriculum: R-U-L-E-R Worksheet

Feeling Word: _____

Recognizing

What does this feeling look like in our faces and bodies and sound like in our voices?

Understanding

What kinds of things happen that might make us feel this way? How does feeling this way affect how we behave?

Labeling

What is the definition of this feeling word? What other feelings relate to this feeling?

Expressing

When we have this feeling, what can we do to show it appropriately at school?

Regulating

Do we usually like to feel this way? If yes, what can we do to have this feeling more often or help others have this feeling? If not, what can we do to change our feeling or help a friend change their feeling?

Creating a Center Charter

How do we want to feel at school each day?

Write down your top 5 feelings

1. _____
2. _____
3. _____
4. _____
5. _____

Write down your table's top 5 feelings

1. _____
2. _____
3. _____
4. _____
5. _____

What will we do to have these feelings and create a positive school environment?

Write down 5 specific behaviors (one for each feeling)

1. _____

2. _____

3. _____

4. _____

5. _____

What do we do if we have uncomfortable feelings or conflict?

Write down 5 specific strategies

1. _____

2. _____

3. _____

4. _____

5. _____

Meta-Moment Strategies for Regulating Your Emotions

Effective Strategies	Actions
In the Moment	<ul style="list-style-type: none">• Breathing• Mindfulness/Relaxation• Reframing• Private self-talk• Visualization• Distraction• Physical space/distance
Long-term	<ul style="list-style-type: none">• Meditation• Spirituality• Physical activity (stretching, walking, yoga)• Constructive activity (hobbies, reading, cooking, painting)• Entertainment (music, television, videogames)• Modifying the situation• Finding support from others• Taking action for a cause or social issue• Focusing on solving the problem• Working hard to achieve a goal• Shifting or changing the goal• Seeking professional help
Ineffective Strategies	Actions
	<ul style="list-style-type: none">• Avoidance• Withdrawal• Denial• Ignoring the emotion or problem• Wishful thinking• Rumination and worry• Suppression• Self-denigration• Blaming oneself or others• Procrastination• Acting out• Poor health habits• Abusing substances

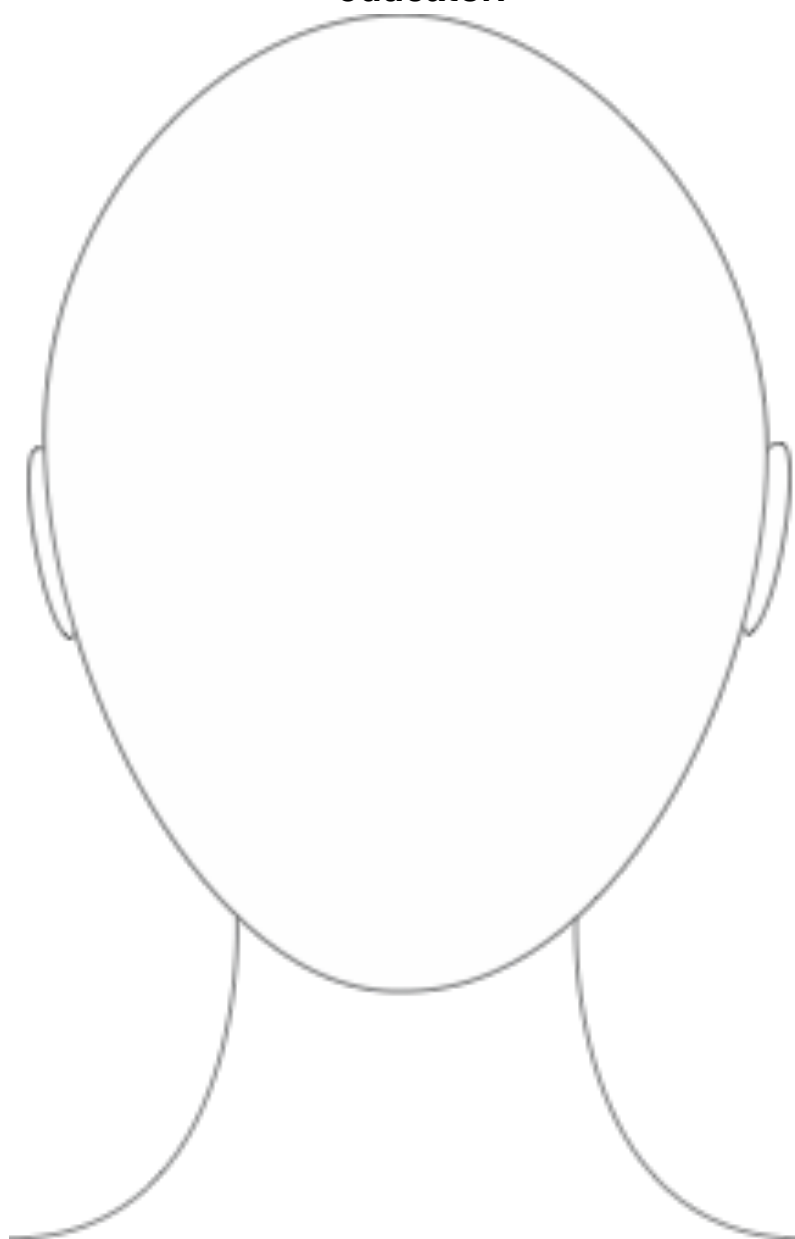
Meta-Moment Triggers

With your table group, brainstorm as many triggers as you can think of that might happen during a typical work day.

Make a list of triggers that most affect you at work.

Meta-Moment: My Best Self

In the profile, write down the top five qualities that describe your Best Self as an educator.



On the lines below, list one to two specific behaviors for each of the qualities you chose.

Journaling:

Journaling is amazing skills which not only allows students to practice their writing, drawing and creativity, but also allows them to recognize their thoughts, feelings and put an emotion to an experience. See below examples of journaling and ways your student can do it. Additionally, see printable in the JOURNALING Folder!

- <https://www.thepathway2success.com/teaching-social-emotional-skills-with-a-journal/>
- <https://empoweringeducation.org/journaling-as-a-social-emotional-practice/>

Journaling Prompts:

- <https://www.journalbuddies.com/journaling-resources/self-esteem-confidence-journal-prompts-for-kids/>

This is a great idea so students can see what they do each day, how it made them feel and what they might be able to differently every day to make it better! These resources can be used just as example, students can write on any paper, notebook or other resource they have!

My Daily Journal

Date: _____

Everything that happened today:

Feelings that I felt during the day:

Best part of today was:

Something I would change about today if I could:

Something I'm looking forward to tomorrow is:





On My Mind Today

What are some things that are on your mind today?



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For more resources, visit www.mylemarks.com

Mindfulness:

Mindfulness is a mental state achieved by focusing on the present moment, while calmly acknowledging and accepting one's feelings and thoughts. Mindfulness helps kids learn how to regulate emotions, and can help with focus and attention. This can be a technique to also help calm worries students are having.

Mindful Schools

- This online resource encompasses all parts of Mindfulness over the internet, and can be a great resource to use while at home, below is their own description:
 - “Our program uses a research-backed technique called mindfulness to teach concentration, attention, conflict resolution, and empathy.”
- This program offers online Mindfulness sessions for you and your child. In order to view these live sessions click the link below:
 - https://www.facebook.com/mindfulschools/?utm_source=Mindful+Schools+Newsletter&utm_campaign=82bbdce3f1-EMAIL_CAMPAIGN_NEWSLETTER_2020_03_24_LIVE30m&utm_medium=email&utm_term=0_024a46d2a1-82bbdce3f1-20804903

Apps Specifically for Mindfulness:

- Smiling Minds
 - <https://www.smilingmind.com.au/>
- Mindful Powers
 - <https://www.commonsense.org/education/app/mindful-powers>

YouTube Mindfulness for Kids:

- YouTube is a great resource for any video you need, here is a link to specific mindfulness activities:
 - https://www.youtube.com/results?search_query=mindfulness+for+kids

Go Noodle:

- This free online resource has hundreds of videos to help you students get up and active, while doing fun or funny moves! It also has sections specific to mindfulness which helps students to accept oneself and learn calming techniques.
 - www.gonoodle.com
 - <https://family.gonoodle.com/activities/from-mindless-to-mindful>

Parent Resources:

We know that this is a stressful time for families, the following links are to help you know how to talk to your kid about the corona virus.

- PDF Created with Questions & Answers Kids Might Have and What to Do when Worried:
 - [Talking to Kids about the Corona Virus \(Click Here\)](#)
- Link to a Book which Explains “The Yucky Bug”
 - <https://www.youtube.com/watch?v=ZD9KNhmOCV4&feature=youtu.be>

Structure at Home:

Students strive on structure and consistency. Especially during these uncertain times it is a great idea to have your student follow a schedule. This can be a schedule that you have created yourself, that students help in making, please use some of the examples provided by the district. See below a few resources about structure, rules and consistency:

- <https://www.cdc.gov/parents/essentials/structure/index.html>
- <https://www.kathyeugster.com/articles/article005.htm>

Additional Sample Schedules

- https://docs.google.com/document/u/1/d/e/2PACX-1vSZhOdEPAWjUQpqDkVAIJrFwxZ9Sa6zGOq0CNRms6Z7DZNq-tQWS3OhuVCUbh_-P-WmksHAzbsrk9d/pub#kix.mouk9zropavw

Videos Focusing on at Home Topics

- Children and Screen Time
 - <https://www.youtube.com/watch?v=65W-sZIJSnQ>
- Methods for Listening
 - <https://www.youtube.com/watch?v=99sBluziPSQ>
- Working with Stubborn Children
 - <https://www.youtube.com/watch?v=2Dv8EKi1-cc>

The Development of a Child's Brain:

- <https://www.thisnthatparenting.com/7-facts-about-your-childs-prefrontal-cortex-that-are-game-changers/>
- <https://www.youtube.com/watch?v=hMyDFYskZSU>

Sample Schedules:

Please refer to your students grade level daily schedules for current sample schedules to follow. For additional ideas please see below resources. As Counselors and Social Workers in the district, we know the importance of adding social and emotional learning into a student everyday life. Please use resources/handouts from our other resources to implement this type of learning in your son or daughters day! Social emotional can be used for writing, see the JOURNALING Folder, Creative time can be used to make Coping Skills Crafts see SEL TOPICS & ACTIVITIES (OTHER).

DAILY ROUTINE

Busy Toddler

Wake Up	
7:30 am	Greet kids, clean kid bedrooms
8:00 am	Breakfast / Screen time
9:00 am	Clean up / Free play
9:30 am	Easy activity or school work
10:30 am	Snack
10:45 am	Outdoor play
11:15 am	Read aloud
11:30 am	Free play
12:00 pm	Lunch
12:30 pm	Clean up / Free play
1:00 pm	Nap time / Quiet time
UNION BREAK	
3:00 pm	Snack
3:15 pm	Easy activity
3:45 pm	Outdoor play
4:15 pm	Read aloud
4:30 pm	Free play / Dinner prep
5:30 pm	Dinner
FAMILY TIME	

A NOTE ABOUT SCREEN TIME

Screens are a tool you may or may not use. If you choose to use screens, make ONE routine slot each day for predictability and boundaries. Aside from that ONE time slot, reserve screens as a parenting tool to use when you need help.

Helpful Tips

- Set your alarm: shower before the kids wake up
- Break the day into small chunks
- Let kids help with housework
- Use their current school schedule as your framework

Don't forget

- Do morning or afternoon baths
- Rotate puzzles, board games, & art supplies as play options
- Head to @busytoddler and busytoddler.com for activities

Remember

This is SURVIVAL MODE. It's not going to be perfect. Do your best. Cut yourself slack. Cut the kids slack. This isn't forever. It's just for now.

Free Play

Free play is where a child is playing independent of an adult. This does not mean unsupervised. As the child plays, do adult work or chores, checking in as needed.

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Additional Ideas can be Found here:

- https://www.google.com/search?q=covid+19+daily+schedule+for+kids&rlz=1C5CHFA_enUS503US503&source=Inms&tbm=isch&sa=X&ved=2ahUKEwjg-8u-97joAhWGTN8KHdMTDzEQ_AUoAnoECAsQBA&biw=1280&bih=720#imgrc=_uWVFUPPcbjYjM

Anything Can Be a Social and Emotional Learning Opportunity:

Use these for any of you or your children's needs. This section includes links to educational and social emotional websites, crafts, physical activity, books and much more. All of which can be beneficial in your children's development, and can be very useful in this stressful time.

List of Websites with Multiple Uses!

- https://docs.google.com/presentation/d/1Sgk9Pq5eCRJFvniM9PNdei21z5-AQ6l0-bJqFE7n25o/mobilepresent?fbclid=IwAR1pXwj7xCd_sHcpi13OG_99IMzw8avdqj9L6vwQAW2ra-TuwmsG-8zBwbl&slide=id.p

The Simple Dollar:

- This group provides instruction on how to make simple yet entertaining and creative crafts!
 - <https://m.facebook.com/groups/367291347500465?view=permalink&id=533762957519969>

DIY Calming Bottles/ Sensory Jars

- Making Calming Bottles/ Sensory Jars is a fun activity, with many benefits!
 - Visual sensory play for toddlers, preschoolers and elementary.
 - Excellent calming tool for anxiety. Simply shake and focus on the glitter.
 - Great for calm down time. Create a basket of calm down goodies in a quiet space for when your child needs to regroup and spend a few minutes alone.
 - Color play or science-themed for additional educational value.
 - Language development. Anything that can spark curiosity and interest makes for great social interaction and conversation.
- Instructions for this type of activity can be found here:
 - <https://littlebinsforlittlehands.com/glitter-jar/>

Indoor Activities for Kids

- The following website contains hundreds of activities that can be done with stuff in the home!
 - <https://www.thebestideasforkids.com/indoor-activities-for-kids/>

Books:

At this time, literature is a great resource! Obviously you may be bound by what you have in your house, but the quality time reading a book with your child can be beneficial, as well as give them additional academic support and practice.

- The 5 Love Languages of Children by Chapman
- How to Talk So Kids Will Listen and Listen so Kids Will Talk by Faber and Mazlish

- The Little Engine that Could
 - Practice Perseverance during tough times
- Anything By Julia Cook:
 - Julia Cook tends to write books with themes and important lessons any student can benefit from.
- As stated before, any book is beneficial, but here is a few list of the top children books:
 - <https://www.teachersfirst.com/prireading.cfm>
 - <https://www.scholastic.com/teachers/teaching-tools/book-lists/teacher-picks--top-25-picture-books.html#>
 - <https://www.thelibrarystore.com/category/primary-grade-books>

30 THINGS Little Lumber Jacks can do for **EMOTIONAL HEALTH!**

Social-Emotional Learning Opportunities for Elementary
Students to do While at Home.



Practice a breathing technique. 1	Make a list of the feelings you can think of. 2	Play emotion charades. Can your family guess your feeling? 3	Write a letter to someone to let them know you appreciate them. 4	<u>Be Proactive</u> Do your chores without being asked. 5	Make a poster about KINDNESS. 6
Make a list of 10 ways to show respect at school & home. 7	Explain to or ask an adult what Empathy means. 8	<u>Be Mindful.</u> Go outside and count how many things that are red. 9	Make a list of 15 things you are grateful for. 10	Practice Anchor Breathing and explain it to a grown up at home. 11	Clean up without being asked. 12
Make a list of 25 things you love. 13	Write what it means to be a good friend. 14	Make a list of all the ways you showed kindness this week. 15	Write about the importance of <u>Never Giving Up</u> . 16	Talk to an adult about your favorite place. 17	Write a note to someone you miss. 18
<u>Be Mindful.</u> Sit still for one minute. What sounds did you hear? 19	Name 3 ways you can calm down if you are feeling stressed. 20	Make a card for someone you love. 21	Draw a picture of your future self. What is your career? 22	Make a list of things that are important to you. 23	Read a book. What feelings did you notice as you read? 24
Talk about how important it is to <u>Listen Before you Talk!</u> 25	Make a goal that you want to achieve. 26	Name 3 things you love doing and 1 thing you want to try. 27	Name 3 things you can do to be helpful in your community. 28	Play a game with someone. & talk about being a Good Sport. 29	Name 5 things you love about yourself. 30



Fun and Engaging Occupational Therapy Activities to do at Home!

Fun Activities for Play with Silly or Therapy Putty

1. Retrieving Small Objects – hide a small object like a bead or marble in the putty and have the child retrieve the object. This builds hand strength, coordination, and helps the child develop his or her fine motor skills.

2. Making Confetti – have the child break apart the TheraPutty into “confetti” pieces by using his or her thumb and index finger. Once finished, use the last piece of putty to pick up the other pieces and roll them into a ball.

3. Rolling Snakes – roll the TheraPutty into a “snake”. Once it is rolled out, twist the snake into other shapes to help the child develop dexterity.

4. Squeezing (deep pressure work) – squeezing and manipulating TheraPutty allows the child to de-stress or remain focused.

5. Stamping – using letter stamps helps the child with his or her reading and writing skills while also developing hand muscles. Stamping offers resistive work while providing sensory

6. Smoothing – have the child smooth TheraPutty into a contained surface, such as the top of a butter container or a Puttycise work board. Once the putty is smooth, have the child work the putty into any of the above exercises, then smooth the putty out again.

7. Imprint Barrier Game – this exercise involves two people. One player imprints a small household object into a smoothed out piece of putty while the other player isn't looking. After the imprint is created, the second player tries to guess what made the imprint.

8. Dress up – have the child create clothes for their toys with TheraPutty. This is great for children who tire easily during heavy fine motor work. Sparkle TheraPutty adds extra fun to this game.

9. Ice mold shapes – push putty into chocolate or ice molds to create shapes for use in play scenes. Pushing and extracting the putty helps build fine motor skills. Be sure to wash the molds after use.

10. Putty play scenes – smooth putty across a Puttycise work board to use as a base for LEGOs or other toys.

11. Cold / Hot putty play – keep putty in the fridge for extra sensory value. If you want to try heat therapy, use our Microwavable TheraPutty.

<https://childhood101.com/21-silly-putty-therapy-putty->

FREE EDUCATIONAL WEBSITES FOR KIDS

For Links Visit FromABCsToACTs.com

PBS Kids

Make Me Genius

Starfall

The Magic School Bus

Cool Math

Highlights Kids

ABCya

National Geographic Kids

The KIDZ Page

Funbrain

NGAkids Art Zone

BBC History for Kids

Storyline Online

Steve Spangler Science

Mission US

The Happy Scientist

Khan Academy

Cells Alive

Youngzine

Fuel the Brain

Mr. Nussbaum

Exploratorium

Turtle Diary

e-Learning for Kids

Sesame Street

Fun Fonix

Seussville

Tvokids

The Story Starter

NASA Kids' Club

Crypto Club

Earthquakes for Kids

Smithsonian Learning Lab

Study Jams

Grid Club

Magic Tree House