

# Understanding Our Changing World:

## *Life During the Pandemic & Managing Your Feelings*



Presented by Stephanie Zeidner, *POB Elementary School Counselor*  
& a panel of *POB nurses & mental health support staff*

# Our Panel

## May 20th:

- 1:00-1:45  
Cindy Dempsey, *LMSW, LBA*  
Karen Goldberg, *RN, BSN*
- 2:00-2:45  
Amie Caulfield, *LMSW*  
Maggie Coakley, *RN*  
Dana Mancari, *LBA, NYSCSP*
- 3:00-3:45  
Maggie Coakley, *RN*  
Cindy Dempsey (3-3:30)

## May 27th:

- 1:30-2:15  
Stefani Coulton, *Psy.D*  
Cindy Dempsey, *LMSW, LBA*  
Karen Goldberg, *RN, BSN*
- 2:30-3:15  
Maggie Coakley, *RN*  
Stefani Coulton, *Psy. D*

**Thank you for joining us!!**

## *We'll explore...*

- Talking to your children about why they are home, social distancing & unexpected changes
  - Maintaining a routine (as best as you can!)
  - Interactive art therapy activity
- 
- Additional coping strategies to manage feelings
  - Parent/Student Questions

## *During the assembly...*

- Please leave mic on mute
- For any questions, a moderator will watch the chat
  - Write question(s) in chat
  - We will be answering as many questions as we can from the parent survey as well
- Both parents and children are welcome to join & participate
  - There will be an interactive activity in the second half of the assembly that if you choose to do along with us, you'll need paper & crayons.

## *Initial thoughts...*

- *My first thoughts are always safety*
- *I personally worry about how children will understand these changes, will this affect them long term?*
  - *I remind myself, children are resilient*
  - *I have to watch how I respond so my kids don't pick up on/feel my deep worries...*



## *What should I say to my child?*



- Be present, honest & open minded for when they have questions
  - Focus on listening to their questions and concerns
  - Follow their lead- answer questions that they ask and be honest. If your child does not want to talk more about it, that's okay, they will ask when they are ready.
  - A chance to find out information together & learn about the immune system.
  - Step by step outline on how to tell your child about what COVID 19 is in a child friendly way

## *Things to note*

- **Speak calmly and assuringly**
  - **Remind them that it is natural to worry**
  - **Help them feel in control**
  - **A good jumping off point could be to show an age appropriate video or an appropriate news clipping as a good conversation starter**
-

# *Video/book appropriate for my child...*

## ***Pre-K & Kindergarten:***

A children's video book about social distancing,

*Time to Come In, Bear* by, Kim St. Lawrence

*SafeShare TV link:*

<https://safeshare.tv/x/ss5ebedf387229e#edit>





# *Unpacking the video*

TIME TO COME IN, BEAR.  
THE WORLD CAUGHT A COLD.



- “The world caught a cold. You won’t get the germs if you just stay at home”
  - A good way to say why we are home and social distancing
- Bunny highlights all of the fun things they can do.
- Bunny recognizes the loss that Bear will feel during this time.
- Address questions from how long it will last to why they can’t see friends and family.
- Explains that there are heroes out there working to protect everyone.
- *Thoughts? Questions?*

# *Video/book appropriate for my child...*

## *Grades 1 & 2:*

*The Yucky Bug* by Julia Cook

Extension activity to do along with book

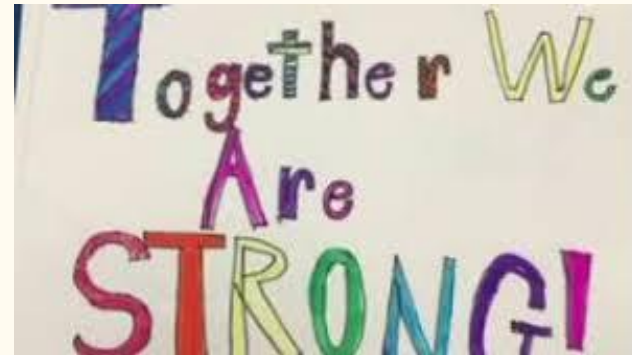
*SafeShare TV link:*

<https://safeshare.tv/x/ss5ec1e5c23156a#edit>



## *Unpacking the video*

- Expresses common feelings, mad, sad, scared
  - Can stop video to ask if they ever felt that?  
How did they know they felt that?
- Recognizes difficulties of not seeing grandparents/sick grandparent
- Explains how it is spread
- People are WORKING TOGETHER to help, everyone does their part using the Magic 5:
- What to do while you wait for it to pass...
- *Thoughts? Questions?*



# *Video Appropriate for my child...*

*Grades 3 & 4:*

*BrainPop: Coronavirus*

*[Click here for video & resources](#)*



# *Unpacking the video*

- Explains medically what the virus is
- What social distancing entails
- How we can do our part
- Highlights how outbreaks have been stopped
- Discusses that although people have passed away from this, many people have survived
- Offers strategies to help feeling overwhelmed
- *Thoughts? Questions?*



# Other Resources

## Discuss through Social Stories:

My Social Distancing Story

My Coronavirus Story

If there's anything you might be confused or worried about, don't be afraid to ask someone you TRUST.



There are some things you can do to protect yourself, family and friends from getting sick.

### ① WASH YOUR HANDS OFTEN

★ USE SOAP AND WATER

★ WASH FOR AT LEAST 20 SECONDS. IF IT HELPS, SING THE ABC'S WHILE YOU DO IT—THAT'S ABOUT 20 SECONDS.

★ WASH AFTER USING THE BATHROOM OR BEING IN PUBLIC SPACES (LIKE THE BUS OR PLAYGROUND).

★ TRY TO GET INTO ALL THE NOOKS + CRANNIES!



## Discuss through comics:

Just For Kids: A Comic

Exploring The New

Coronavirus



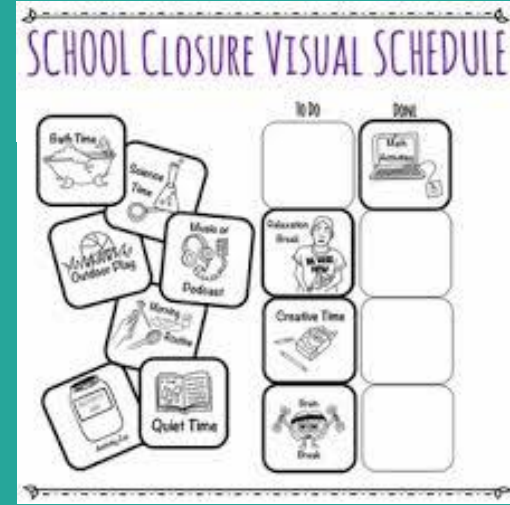
# Daily Routine...

Knowing what to expect certainly helps reduce worries. One way to help with this is to have a visual schedule of the day up and go through it each morning with your child:

- If you do not have a printer you can also simply write/draw out a schedule and cross it off as it's completed.

## Visual Schedule

Moving from “to do” to “done” column will present a sense of success in your child and empowerment- feeling more in control.



# MANAGING CORONA VIRUS (COVID-19) ANXIETY



## For You

- Avoid excessive exposure to media coverage
- Connect through calls/text/internet
- Add extra time for daily stress relief
- Practice self-care
- Focus on your mental health

BlessingManifesting

## For Kids

- Reassure them that they're safe
- Let them talk about their worries
- Share your own coping skills
- Limit their news exposure
- Create a routine & structure

## For Quarantine/Isolation

- Keep in contact with your loved ones via social media, texts, and phone calls
- Create a daily self-care routine
- Keep yourself busy: games, books, movies
- Focus on new relaxation techniques

## *Managing feelings*

- **Label what is happening**
  - Simply acknowledging what is happening will validate your child's feelings
  - Example: "You used to go to a school building, that has changed, but you still have Mommy tucking you in every night, that's the same."
- **Resolve your own anxiety**
  - "Children are brilliant emotional detectives of their parents"\*
- **Teach children to recognize their feelings & coping technique(s)**



# Recognizing feelings

- When your child is at their calmest, play a feelings game
  - Guess my feeling- make a face
  - *Have you ever had that feeling? How did you know?*
  - *What do you do when you have that feeling?*
- It is not always easy to detect your feelings especially during all these unexpected changes, many people will use art therapy techniques to express themselves verbally, or non-verbally.

[Kids are drawing pictures of the new coronavirus. That's a good thing. article](#)



## *K-2 Interactive Feelings Expression via art...*

### ***Shapes and Lines: My Inside/Outside World \****

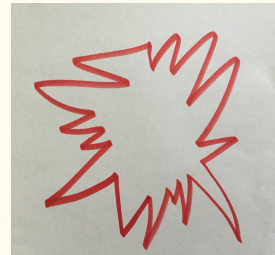
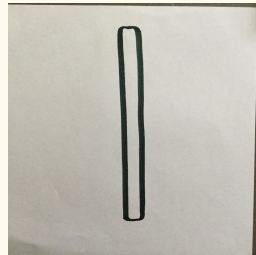
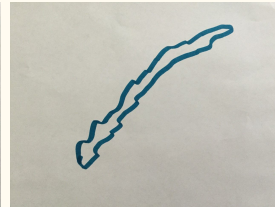
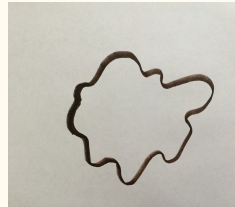
This is an activity that focusing on noticing your feelings even if you cannot express them outright, this will help the conversation & validation of feelings.

#### ***Step 1: Check in with yourself***

-Close your eyes and breath,  
What is your body telling  
you?

Any pressure, tingling,  
squeezing, anywhere?

-holding on and letting go  
(close fist tightly & open fist)



#### ***Step 2: Draw shape***

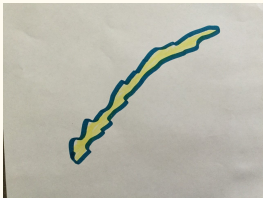
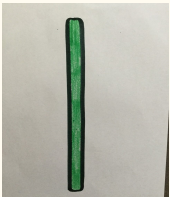
-Take a crayon, pick any  
color that feels good  
-Make a shape- thin,  
open, closed...  
Jagged or smooth lines?

# *K-2 Interactive Feelings Expression via art...*

## *Shapes and Lines: My Inside/Outside World*

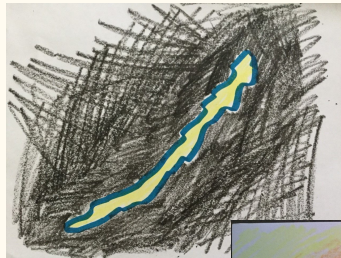
### ***Step 3: Color in the shape***

-Any color or colors that you feel



### ***Step 4: Color outside of shape***

-Now think about the world outside, what does it feel outside of your shape?  
-Make lines, spirals, color it in or not



### ***Step 5: Check in!***

Turn and talk to each other about it- why did you choose those colors and that shape, what do they make you feel or think about?

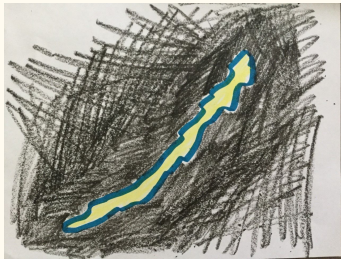
Could be anything...even hungry  
Why did you pick that color?

Now switch- Make sure each person shares

\*If they can't articulate why, maybe they can express it with a sound or a gesture.

# *K-2 Interactive Feelings Expression via art...*

## *Shapes and Lines: My Inside/Outside World\**



### *Step 6: Gift your drawing*

A few options here:

1. You can give your drawing to each other to fold and say, "I'll keep it safe with me"

OR

2. You can rip up your drawing or crumble it into a ball and throw it.

*\*Pictures, collaboration  
& ideas courtesy of  
Michele Frimmer, art  
teacher for  
OB/Pasadena &  
psychotherapist*

# Grades 3&4 *Interactive Feelings Expression via art...*

## ***In My Hands/Out of My Hands: Things I Make My Own Choices Over...***

Helping children understand what they can and cannot control is important for emotional well-being.

Trying to control things outside of their control can leave them feeling anxious, overwhelmed, and unable to focus on their daily tasks.

The hand is an important visual reminder of control.

*For a concrete example, if they are holding a wadded up candy wrapper in their hand, they are in control of the wrapper. They can choose to hold the wrapper, roll it in their hands, toss it in the trash can, etc. If something is not in their hand, they're not in control of it. If the candy wrapper is on a table across the room, they cannot control what happens with the candy wrapper.*



The activity on the next slide is adapted from this activity above and modified. During these times, I believe more than ever people should focus on what's in their control & gratitude.



## ***In My Hands/Out of My Hands: Things I Make My Own Choices Over...***

### ***Step 1: Grounding***

Help students name 5 things they can control right now in the moment, “What are things you make your own choices over right now?”

Have them use their fingers to count. For example:

1. I can control my breathing.
2. I can control what I eat.
3. I can control what I play with.
4. I can control my words to others.
5. I can control my body.

### ***Step 2: Outline hands and heart***

Hands represent your choices/what's in your control

Heart represents what you are grateful for in this moment.



## ***In My Hands/Out of My Hands: Things I Make My Own Choices Over...***

*\*Pictures, collaboration & ideas courtesy of Michele Frimmer, art teacher for OB/Pasadena & psychotherapist*

### ***Step 3: Write in the hands***

Thinking about the things you verbally listed in Step 1 during the grounding exercise, list/draw in them in each finger. If you can't think of 10, think of all the choices you made during the day.

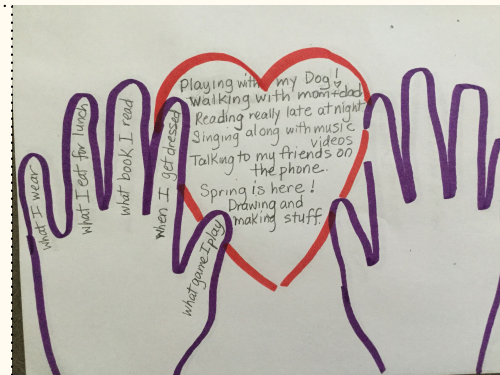


### ***Step 4: Write in the heart***

**Think:** *What is it that makes me happy now? What am I able to do now that I wasn't able to do before?*

**Write in the heart** all the things that you love right now.

If you're stuck: think:  
are you getting more  
time to play with  
your dog, family,  
what has this  
situation has allowed  
you to do?



# Other tools to cope with larger feelings...

- Guided Imagery for Kids
- *First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic*
- Practicing Mindfulness
- Ideas for staying social during this time
- Happy Brain, Worry Brain-->
- K-1 Identifying Feelings Worksheet
- For parents: A curation of reliable, accessible articles to help you take care of your mental health





# *Mrs. Zeidner's Video SEL lessons & more!*

## *Please check out my video SEL lessons:*

- Where does your invisible sting go?  
<https://flipgrid.com/0d2f21f2>
- How do you stay organized?  
<https://flipgrid.com/b188df1b>
- How do you stay social?  
<https://flipgrid.com/97e4d9e7>
- 5,4,3,2,1...Use your 5 senses to feel calmer
- Strong Like a Tree: Building resilience and regulating worries  
[Video lesson](#) & [Worksheet PDF](#)

## *For more social emotional resources & lessons:*

- Join my Google Classroom:  
*Class code: w7xxnpt*
- Follow my Twitter:  
*@mrszeidnerpob*
- Check out POB's  
[Counseling Resource Page](#)

*Questions?*

## *Screen Time Resources*


- Common Sense Media: Age Based Media Review for Families: [Page link](#)
- Kids are drawing pictures of the new coronavirus. That's a good thing. Thomas Gaulkin, March 26, 2020: [article](#)
- Strategies for the introduction of social media [article](#)
- How to set smart screen time rules: [article](#)

# Common Sense Media: Stay updated on all all the apps

For Parents

For Educators

For Advocates

 common sense media®

Find movies, books, and more ...

Sign in

Become a member

Movies & TV Shows

Books

Apps & Games

Parents Need to Know

Latino

Research

About Us

Find the best for your family

See what's streaming, limit strong violence or language, and find picks your kids will love with Common Sense Media Plus.

Join now

Narrow results

16 results

AGES

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

ENTERTAINMENT TYPE

Movies

Games

Apps

Websites

TV shows

Books

Music

DEVICES

☐ iPhone


☐ iPod Touch

☐ iPad


App Reviews

Sort By Most Recent

Age 5 • Age 6 • Age 7 • Age 8 • Age 9 • Age 10 • Apps • Social Networking




Girl2Girl Wall

 age 10+ ★★★★★


Bully-free zone for girls to start social networking.

Devices: iPhone, iPod Touch, iPad, Android (2018)

Continue reading



Mazu


 age 9+ ★★★★★

This product is no longer available


Prompts help kids learn quality online social interaction.

Devices: iPhone, iPod Touch, iPad, Android (2018)

Continue reading

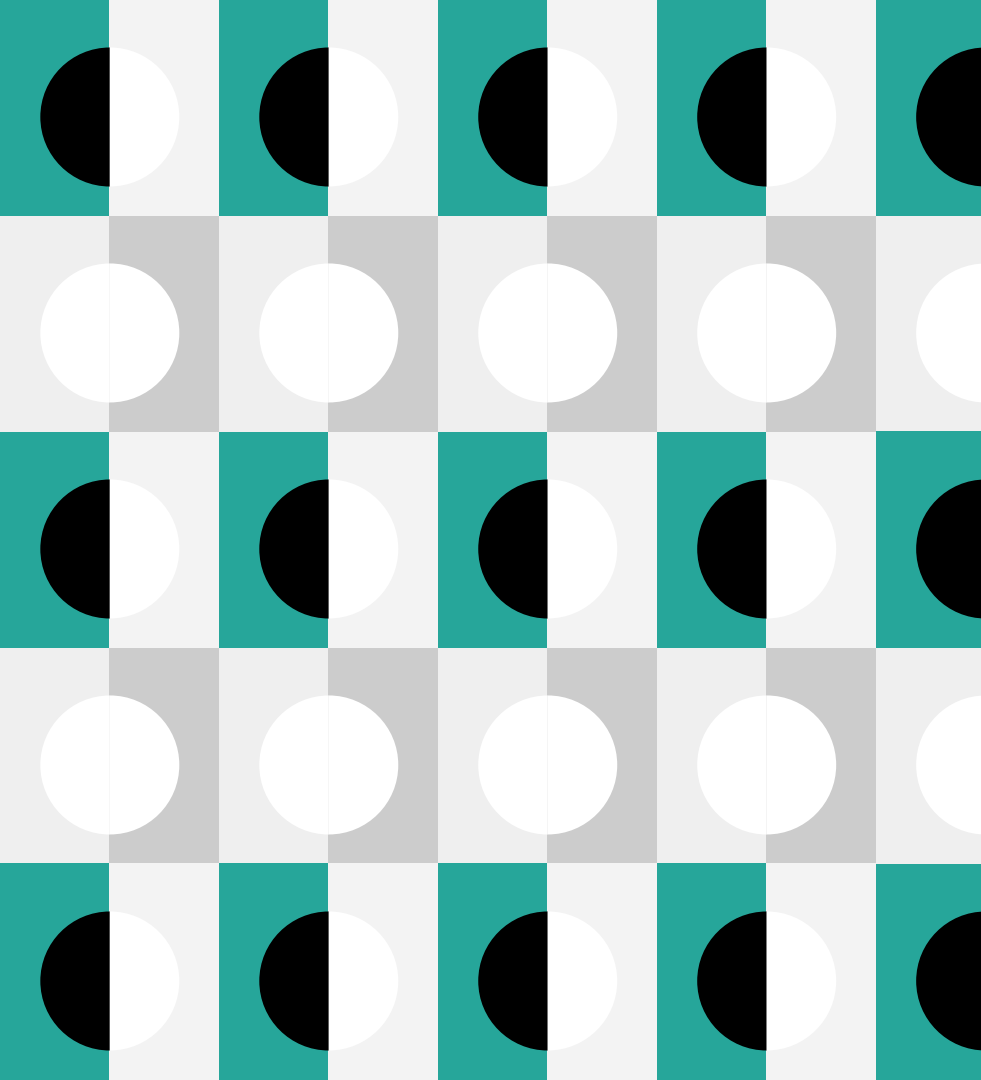


Maverick - Social just for you

 age 8+ ★★★★★

This product is no longer available

<https://www.commonsensemedia.org/reviews/age/6/age/7/age/8/category/app>



STEPHANIE ZEIDNER, M.ED  
ELEMENTARY SCHOOL COUNSELOR



@MRSZEIDNERPOB



SZEIDNER@POBSCHOOLS.ORG