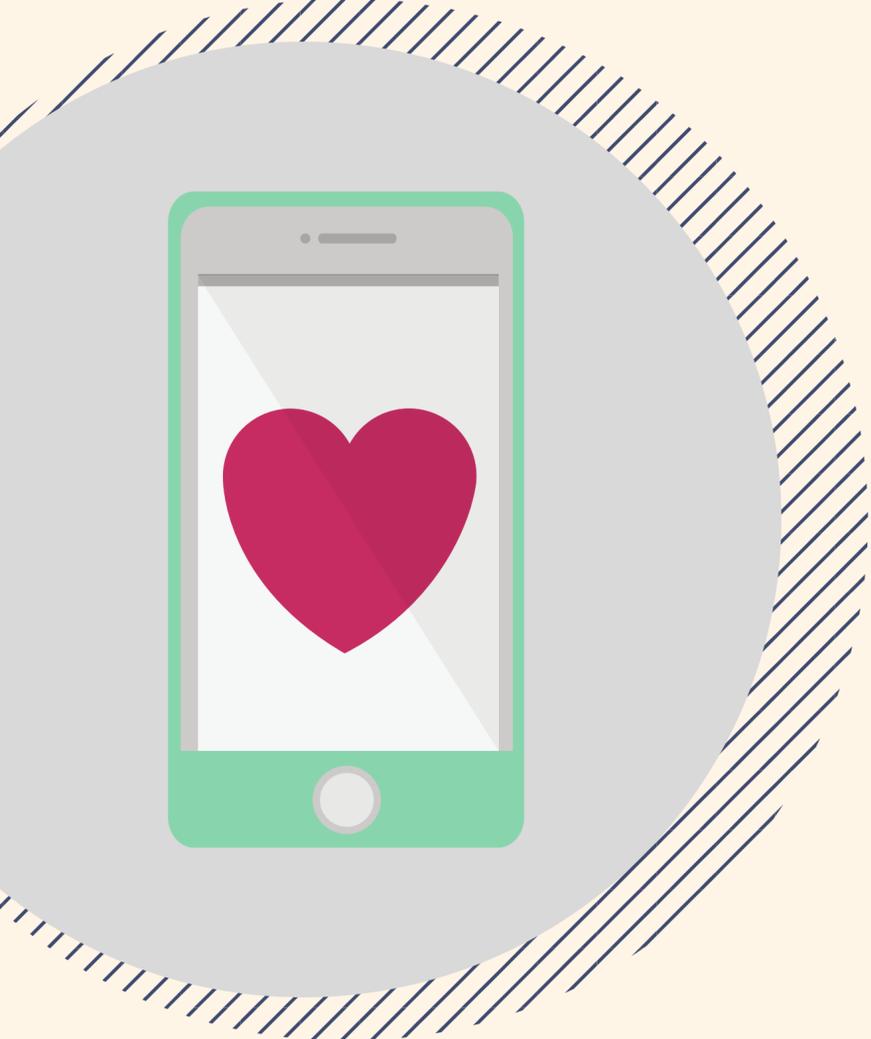


MANAGING OUR EMOTIONS DURING CORONAVIRUS



CREATIVE WAYS TO SELF
MANAGE IN ISOLATION



AN AT HOME GUIDE FROM THE
CAMHS CRISIS & LIASON TEAM



**SO...WHAT
EXACTLY IS
CORONAVIRUS?**



Coronavirus is a virus that is spreading fast and mainly through person-to-person contact. It can also be spread through bodily fluids named 'respiratory droplets' like those when we sneeze or cough.

Coronavirus is a pandemic and a pandemic is where many people over a large area become unwell, this is usually caused by a new virus.

You can't see or hear Coronavirus, this is why it spreads quickly. Someone could be infected with the virus and not yet have symptoms, this is why it's so important to social distance & self isolate - it keeps us all safe.

How do I know if I have
Coronavirus?

Symptoms include: a fever, a new and persistent cough and shortness of breath. If you are worried and have symptoms you can visit this website for advice:
<https://111.nhs.uk/covid-19/>

Uncertainty can feel scary, so find a new routine..this will help you to feel grounded.



**WHAT CAN I DO
TO PREVENT
CORONAVIRUS
SPREADING?**



Simple measures like washing your hands often with soap and water can help stop viruses like coronavirus (COVID-19) spreading.

Do: Wash your hands with soap and water often – do this for at least 20 seconds

Always wash your hands when you get home or into work

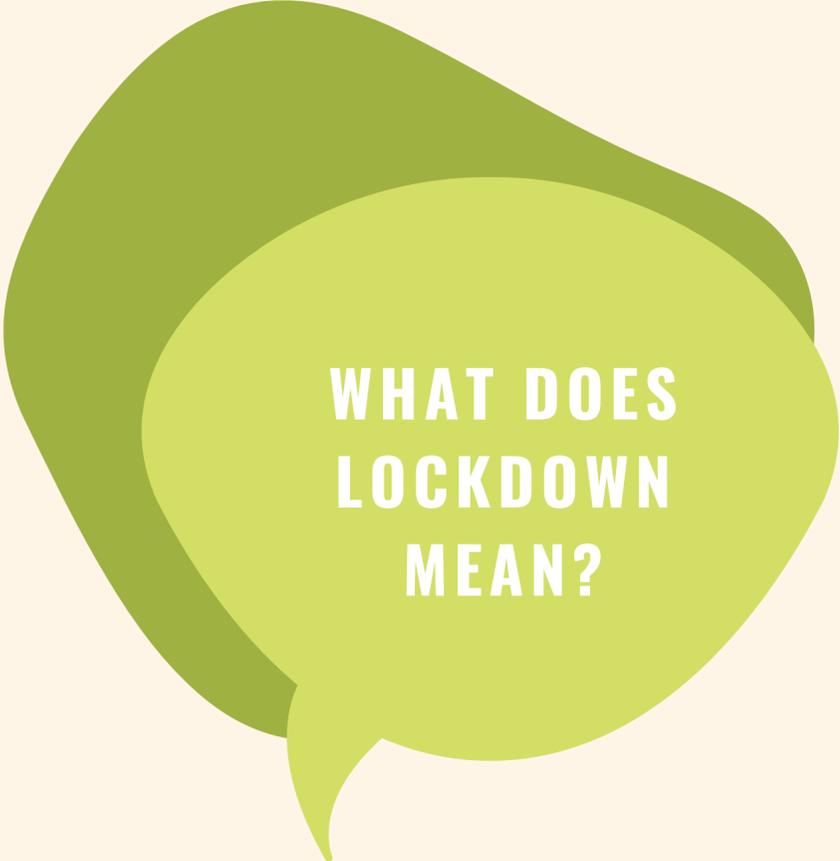
Use hand sanitiser gel if soap and water are not available

Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze

Put used tissues in the bin straight away and wash your hands afterwards

Avoid close contact with people who are unwell

Don't: Do not touch your eyes, nose or mouth if your hands are not clean



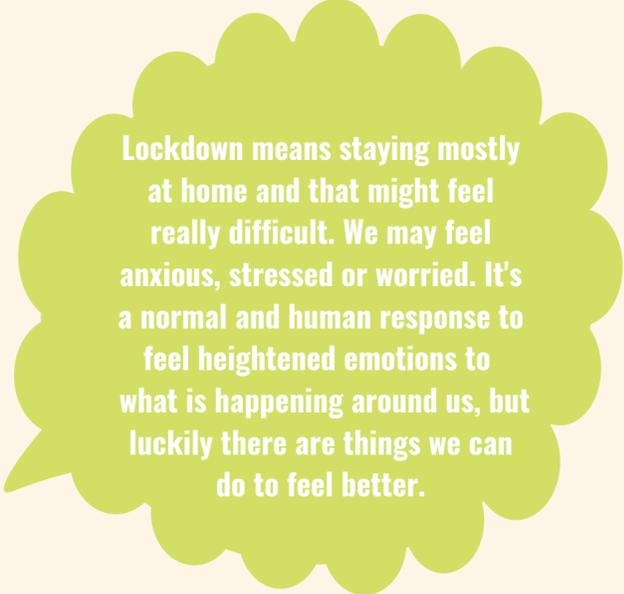
**WHAT DOES
LOCKDOWN
MEAN?**



To control the spread of Coronavirus Boris Johnson our Prime Minister has put the UK on 'lockdown' for a minimum of three weeks.

Under the new lockdown, members of the public must not leave their house except to:

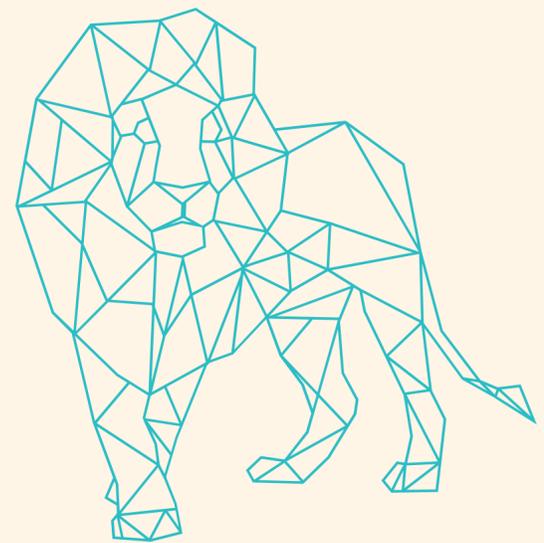
- **Shop for essentials (infrequently as possible)**
- **Exercise outdoors once per day for one hour, this can be alone or with one household member**
- **Receive medical treatment or provide care**
- **Travel to and from work if impossible to work from home**



Lockdown means staying mostly at home and that might feel really difficult. We may feel anxious, stressed or worried. It's a normal and human response to feel heightened emotions to what is happening around us, but luckily there are things we can do to feel better.

ANXIETY, OUR BODIES AND THE IMPACT OF CORONAVIRUS

Our bodies are very clever, they have a built-in survival instinct from over 50,000 years ago. This helped us stay alert and respond to danger. For example, when we were cavemen our bodies could quickly perceive a threat (for instance a lion) and run away to keep us safe. This is called our 'fight/flight/flop/freeze' response.



When we see something we perceive as scary, we tell our brains something bad is about to happen. Our brain then gives our body instructions to either 'fight (fend off the threat), flight (run away), flop (fall down) or freeze (remain still). When we feel anxiety or stress our body can have the same instinctual response.

How might Coronavirus stress/anxiety affect my body?

Brain: difficulty concentrating, irritable, brain fog, low mood, anxiety, racing thoughts.

Joints and muscles: Tense muscles with aches and pains and muscle tightness.

Skin: Hair loss, acne, oily skin, eczema, psoriasis.

Gut: Tummy ache, diarrhea, constipation, indigestion, bloating, pain and discomfort.

Reproductive system: Increase in menstrual symptoms and cycle changes.

DIFFERENT WAYS CORONAVIRUS ANXIETY MIGHT SAY HELLO

Dry mouth, cotton
mouth sensation,
feeling as though
you have a lump in
your throat

Headaches, dizziness,
trouble sleeping,
nightmares, hair
pulling, feeling of
dread, feeling
disconnected from
your body

Sweating, picking skin
around nails, fiddling
with hands, trembling,
chills, tingling fingers

Inside cheek biting,
nail biting, red
chapped lips

Nausea, vomiting,
diarrhoea,
constipation, needing
to urinate more
frequently, and tummy
cramps

Difficulty breathing,
chest tightness, heart
palpitations, chest
pain

The first step to
lowering anxiety is to
recognise what we are
experiencing. Listen
to your body, what is
it telling you?

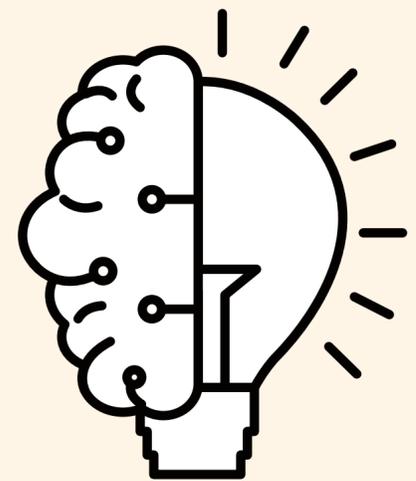


REGULATING AND GROUNDING, THE KEY TO FEELING BETTER AND 'SWITCHING OFF' OUR INSTINCTUAL RESPONSE TO CORONAVIRUS



Our instinctual responses are useful when we are in danger, but when we are anxious and stressed about Coronavirus, they might not be so useful.

You may have heard the terms 'grounding' or 'regulating'? When we 'switch off' our instinctual response we are grounding/regulating ourselves...we are telling our brain and body we are safe and not in danger.



This sounds easy! How can I start?

There are different kinds of techniques to ground and regulate ourselves. These could include: art, creativity, music, dance and pets. The best part is that you can try these at home!

Here's a collection of techniques I recommend. Have a read and try out a few? I'll also share my favourite 'lockdown' activities, because distraction is a great technique to manage our emotions too



Look around you and **identify**: 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell and 1 thing you taste



Observe: go for a walk around your home or garden and pay attention to the little details which normally go unnoticed. Take a photo of one you find interesting and observe the colours, patterns, textures, shadows, lights and shapes. You could even have a friend do it from their home and share your findings!

"I have noticed the pattern on my lounge curtains, I never noticed how details those roses are. I can see five different shades of pink on one rose! I can smell my a cinnamon candle and it makes me feel safe and cosy..."

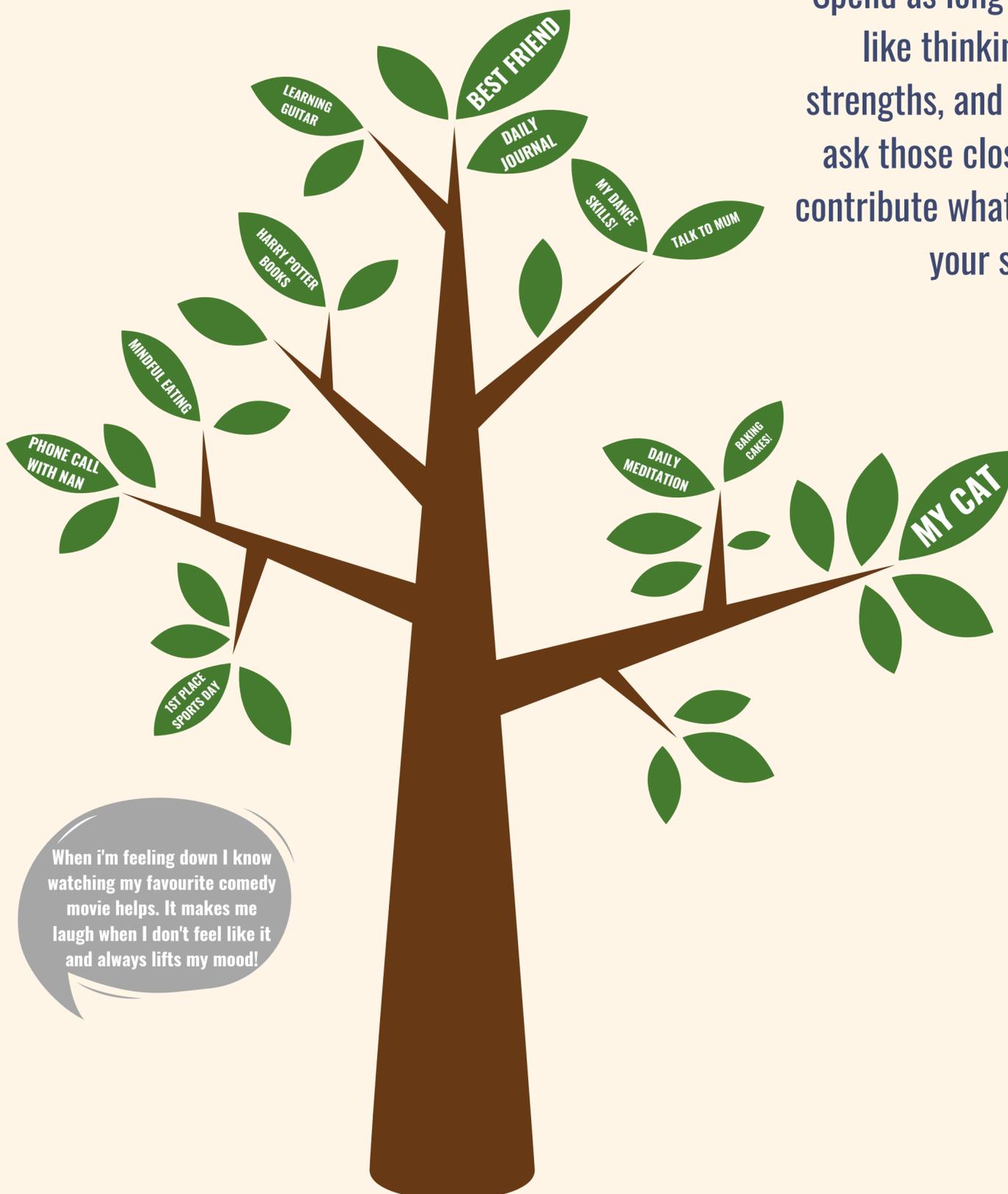
Engaging our five senses helps us 'switch off' that instinctual response, which helps us to feel grounded

TREE OF STRENGTHS

When we are struggling it can be really hard to recognise all our wonderful strengths. A great technique to remind ourselves is to create a tree full of them! You can draw the tree using the outline of your hand and arm, then on each leaf write a strength you have.

Think about all your inner talents and strengths and then externalise them on your tree. Think about how many difficult days you've managed to get through, what you've overcome and how far you've come! Draw on those moments and remind yourself of what helped you then.

Spend as long as you would like thinking about your strengths, and you can even ask those closest to you to contribute what they believe your strengths are.



When i'm feeling down I know watching my favourite comedy movie helps. It makes me laugh when I don't feel like it and always lifts my mood!

MY EMOTIONS AND THE WEATHER



Step 1: Source a variety of materials, paints, pens, card, newspapers, magazines, collage materials, buttons, glue, pencils

Step 2: Think about what weather would express how you were feeling today and make an image of that weather

Step 3: Put your image in different places around your home, stand back and note down what comes to mind

Step 4: Head to your favourite spot and it's time to reflect

Questions to reflect:

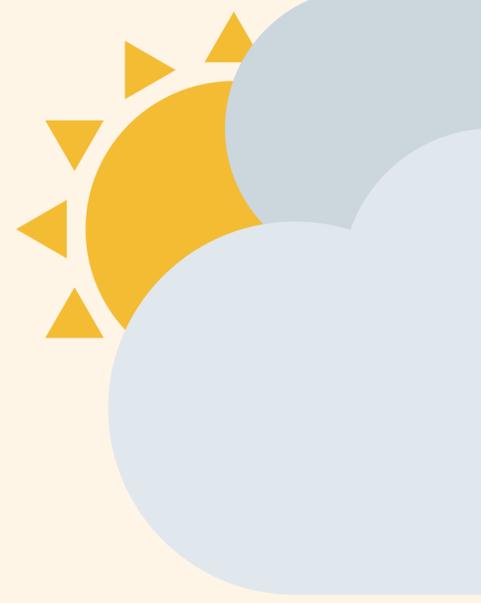
How did you find trying to represent your emotions in the weather?

What was it like matching how you feel to something external?

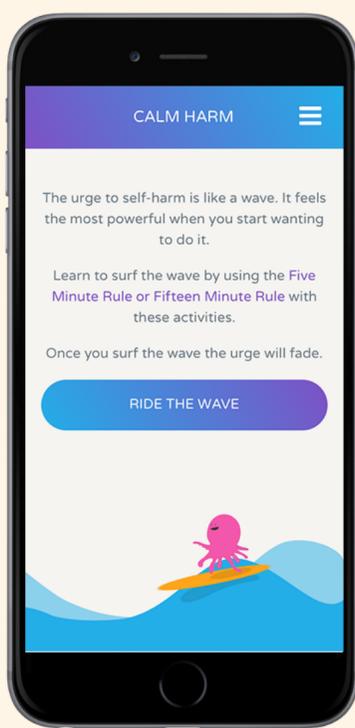
Did you find this easy or challenging? Why do you think that was?

Reflect around the materials you used and consider how the materials themselves can match emotions too.

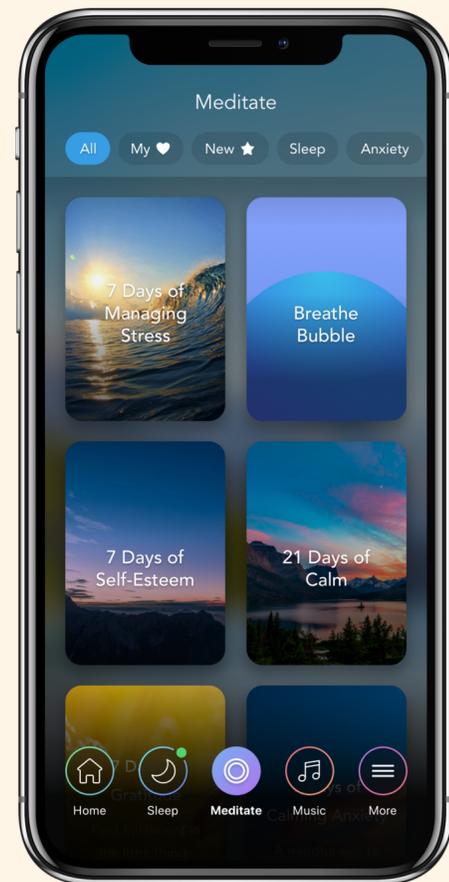
The weather you have chosen, what would be useful to have? Think practical, suncream for example in warm sunny climates.



USEFUL APPS TO HELP US STAY GROUNDED



CalmHarm



Headspace



Calm

Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, which helps you to become grounded and regulated.

You might like some elements of one app and dislike others and that's OK. There are plenty to choose from so it's about finding what works for you. Here are a few more: Stop, Breathe & Think, 10% Happier, Insight Timer and Reflectly.

Why Bother Tolerating Painful Feelings and Urges?



Because . . .

**1. Pain is a part of life and can't always
be avoided**

**2. If you can't manage your pain, you
may act impulsively**

**3. When you act impulsively, you may end up
hurting yourself, hurting someone else, or not
getting what you would like**

Crisis Survival Skills: Distract with “Wise Mind ACCEPTS”



Activities:

Do something. Call, e-mail, text, or visit a friend: watch a favourite movie or TV show. Play your instrument or sing, play video games, draw, cook, bake, write in a journal, clean your room, go for a walk or exercise, read a book, listen to music, download gaming apps and play with others or yourself

Contributing:

Contribute to (do something nice for) someone. Help a friend or sibling with homework, make something nice for someone else, donate things you don't need, surprise someone with a note, or a favour or volunteer

Comparisons:

Compare yourself to those less fortunate. Compare how you are feeling to a time when you were doing worse. Think about others who are coping the same or less well than you

Emotions:

Create different emotions. Watch a funny TV show or emotional movie, listen to soothing or upbeat music, get active when you are sad, go online and read funny greeting cards or joke books

Pushing away:

Push the painful situation out of your mind temporarily. Leave the situation mentally by moving your attention and thoughts away. Build an imaginary wall between you and the situation. Put the pain in a box and on a shelf for a while

Thoughts:

Replace your thoughts. Read, do a word or number puzzle, count numbers...colours in a poster...tiles on a wall..anything. Repeat the words to a song in your head

Sensations:

Intensify other sensations. Hold or chew ice. Listen to loud music, take a warm or cold shower, squeeze a stress ball, do sit-ups and push-ups, pet your dog or cat

Practice Exercise:

Distract with "Wise Mind ACCEPTS"

Write down at least two specific distract skills to practice during the week when you feel upset (e.g., activity-play the guitar; contributing-bake cookies for my neighbour):



Distract with "ACCEPTS"

Activities _____

Contributing _____

Comparisons _____

Emotions _____

Pushing away _____

Thoughts _____

Sensations _____

Practice Exercise: Distract with "Wise Mind ACCEPTS"

Briefly describe the stressful situations you were in and the specific skills you used:

Did using the skills help you to (1) cope with uncomfortable feelings and urges and/or (2) avoid conflict of any kind?

Circle Yes or No

(Note: If the skill helped you to not do anything to make the situation worse, it worked!)

If YES, please describe how it helped: _____

If NO, please describe why you believe it did not help: _____

Crisis Survival Skills: Self-Soothe with Six Senses

Vision: Go to your favourite place and take in all the sights; look at a photo album; zone out to a poster/picture; notice colours in a sunset; people watch.

Hearing: Listen to your favourite music and play it over and over again; pay attention to sounds in nature (birds, rain, thunder, traffic); play an instrument or sing; listen to a sound machine.

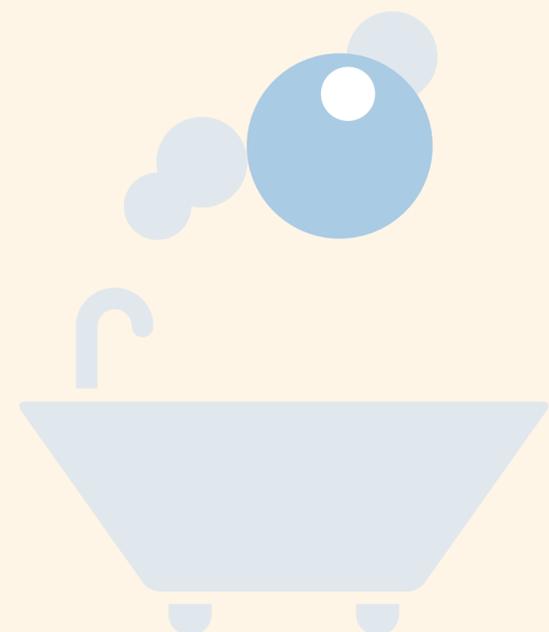
Smell: Put on your favourite lotion; use a scented aftershave or body wash; make cookies or popcorn; smell freshly brewed coffee; go to the park and “smell the roses.”

Touch: Take a long bath or shower; pet your dog or cat; get a massage; brush your hair; hug or be hugged (only household members you are isolating with); put a cold cloth on your head; change into your most comfortable clothes.



Taste: Eat some of your favourite foods; drink your favourite nonalcoholic beverage; have your favourite flavour of ice cream; really notice the food you eat; eat one thing mindfully; don't overdo it!

Movement: Rock yourself gently; stretch; go for a run; do yoga; dance!



Practice Exercise: Self-Soothe Skills

SELF-SOOTHE WITH SIX SENSES:

VISION _____

HEARING _____

SMELL _____

TASTE _____

TOUCH _____

MOVEMENT _____

My favourite self-soothing technique is to use lavender essential oils to engage my sense of smell. Lavender is really calming too!



Briefly describe the stressful situations you were in and the specific skills you used:

Did using the skills help you to (1) cope with uncomfortable feelings and urges and/or (2) avoid conflict of any kind?

Circle Yes or No

(Note: If the skill helped you to not do anything to make the situation worse, it worked!)

If YES, please describe how it helped: _____

If NO, please describe why you believe it did not help: _____

Crisis Survival Skills: IMPROVE the Moment

Imagery: Imagine very relaxing scenes of a calming, safe place. Imagine things going well; imagine coping well. Imagine painful emotions draining out of you like water out of a pipe.

Meaning: Find or create some purpose, meaning, or value in the pain. Make lemonade out of lemons.

Prayer: Open your heart to a supreme being, greater wisdom, or your own Wise Mind. Ask for strength to bear the pain in this moment.

Relaxation: Try to relax your muscles by tensing and relaxing each large muscle group, starting with the forehead and working down. Download a relaxation audio or video; stretch; take a bath or get a massage.

One thing in the Moment: Focus your entire attention on what you are doing right now. Keep your mind in the present moment. Be aware of body movements or sensations while you're walking, cleaning, eating.

Vacation: Give yourself a brief vacation. Make your favourite coffee drink or smoothie, read a magazine or newspaper; surf the web; take a 1-hour breather from hard work that must be done. Unplug from all electronic devices. Take a short walk, we are allowed 1 hour per day whilst keeping social distancing.

Encouragement: Cheerlead yourself. Repeat over and over: "I can stand it," "It won't last forever," "I will make it out of this," "I'm doing the best I can."

Practice Exercise: IMPROVE the Moment

Write down at least two specific IMPROVE Skills to practice during the week when you feel distressed:

Imagery _____

Meaning _____

Prayer _____

Relaxation _____

One Thing in the Moment _____

Vacation _____

Encouragement _____



Briefly describe the stressful situations you were in and the specific skills you used:

Did using the skills help you to (1) cope with uncomfortable feelings and urges and/or (2) avoid conflict of any kind?

Circle Yes or No

(Note: If the skill helped you to not do anything to make the situation worse, it worked!)

If YES, please describe how it helped: _____

If NO, please describe why you believe it did not help: _____

If you did not practice this skill then please explain

why: _____

Crisis Survival Skills: Pros and Cons



Select one crisis (emotionally upsetting situation) where you find it really hard to tolerate your distress, avoid destructive behaviour, and not act impulsively.

Crisis I am faced with: _____

Crisis urges: _____

An urge can intensify a crisis when it is intense and acting on the urge will make things worse in the long term.

Make a list of the pros and cons of acting on your crisis urges. These might be to engage in addictive or harmful behavior or it might be to give in, give up, or avoid doing what is necessary to build a life you want to live.

Make another list of the pros and cons of resisting crisis urges—that is, tolerating the distress skillfully and not giving into the urge.

1. Consider short-term and long-term PROS and CONS.
2. Before an overwhelming urge hits: Write out your PROS and CONS and carry them with you.
3. When an overwhelming urge hits: Review your PROS and CONS and imagine the positive consequences of resisting the urge.
4. Imagine (and remember past) negative consequences of giving in to crisis urges.

	PROS	CONS
Acting on Crisis Urges	Pros of acting on impulsive urges:	Cons of acting on impulsive urges:
Resisting Crisis Urges	Pros of resisting impulsive urges:	Cons of resisting impulsive urges:

Crisis Survival Skills: TIPP Skills for Managing Extreme Emotions

Skills for when your emotional arousal is very HIGH!

- You are completely caught in Emotion Mind.
- Your brain is not processing information.
- You are emotionally overwhelmed.

“TIPP” your body chemistry to reduce extreme Emotion Mind quickly with:

Temperature

- Tip the temperature of your face with cold water to calm down fast. Holding your breath, put your face in a bowl of cold water; keep water above 50° F. Or, hold a cold pack or ziplock bag with ice water on your eyes and cheeks, or splash cold water on your face. Hold for 30 seconds.

Caution: Ice water decreases your heart rate rapidly. Intense exercise will increase heart rate. If you have a heart or medical condition, lowered base heart rate due to medications, take a beta blocker, or have an eating disorder, consult your health care provider before using these skills.
Avoid ice water if allergic to the cold.

Intense Exercise

- To calm down your body when it is revved up by emotion. Engage in intense aerobic exercise, if only for a short while (10–15 minutes). Expend your body's stored-up physical energy by running, walking fast, jumping rope or jumping jacks, playing basketball, weight lifting, putting on music and dancing. Don't overdo it!

Paced Breathing

- Slow your pace of breathing way down (to about 5–7 in and out breaths per minute). Breathe deeply from the abdomen. Breathe out more slowly than you breathe in (e.g., 4 seconds in and 6 seconds out). Do this for 1–2 minutes to bring down your arousal.

Progressive Muscle Relaxation

- Tense and relax each muscle group, head to toe, one muscle group at a time. Tense (5 seconds), then let go; relax each muscle all the way. Notice the tension; notice the difference when relaxed.

Practice Exercise: TIPP Skills

Choose one TIPP skill to practice this week. Check it off now and prepare yourself to use this skill when emotional arousal gets very high.

Rate your emotional arousal before you use the skill: 1–100: _____

TIPP your body chemistry with: **Temperature**

Alter your body temperature by holding your breath and placing head in bowl of cold water. Or, splash cold water on your face or place a cold gel mask on your eyes or forehead. Hold for at least 30 seconds. Works best if bent over forward.

Intense exercise

Run in place, do a high-intensity weight circuit, jump, put on music and dance (10–15 minutes). Don't overdo it!

Paced breathing

Slow down your breath so that you're breathing in for about 4 seconds and out for 5–8 seconds. Do this for 1–2 minutes to bring down your arousal.

Progressive muscle relaxation

Tense and relax each muscle group, head to toe, one muscle group at a time.

Rate your emotional arousal after using the skill: 1–100: _____

Accepting Reality: Choices we can make

Five optional ways of responding when a serious problem comes into your life:

1. Figure out how to solve the problem.
2. Change how you feel about the problem.
3. Accept it.
4. Stay miserable (no skill use).
5. Make things worse (act on your impulsive urges).

When you can't solve the problem or change your emotions about the problem, try acceptance as a way to reduce your suffering.

Why Bother Accepting Reality?

Rejecting reality does not change reality.

Changing reality requires first accepting reality.

Rejecting reality turns pain into suffering.

Refusing to accept reality can keep you stuck in unhappiness, anger, shame, sadness, bitterness, or other painful emotions.

Radical Acceptance

RADICAL ACCEPTANCE is the skill of accepting the things you can't change.

RADICAL = complete and total accepting in mind, heart, and body.

ACCEPTANCE = seeing reality for what it is, even if you don't like it.

ACCEPTANCE can mean to acknowledge, recognise, endure, not give up or give in.

It's when you stop fighting reality, stop throwing tantrums about reality, and let go of bitterness. It is the opposite of "Why me?" It is "Things are as they are."

Life can be worth living, even with painful events in it.

List one important thing that you need to accept in your life right now:

List one less important thing you need to accept this week:

Dialectics: What is it?

Dialectics teach us that:

There is always more than one way to see a situation and more than one way to solve a problem.

All people have unique qualities and different points of view.

Change is the only constant.

Two things that seem like (or are) opposites can both be true.

Honor the truth on both sides of a conflict. This does not mean giving up your values or selling out. Avoid seeing the world in “black-and-white,” “all-or-nothing” ways.



I am doing the best I can **AND** I need to do better, try harder, and be more motivated to change.

I can do this **AND** it's going to be hard. My mom is really strict **AND** she really cares about me.

I've got big problems **AND** I can try to solve them. You are tough **AND** you are gentle.



This perspective helps pave the way toward the middle path by helping you:
Expand your thoughts and ways of considering life situations.

“Unstick” standoffs and conflicts.
Be more flexible and approachable.
Avoid assumptions and blaming.

Dialectic "How-to" Guide

Hints for Thinking and Acting Dialectically:

1. Move to “both–and” thinking and away from “either/or” thinking. Avoid extreme words: always, never, you make me. Be descriptive.

Example: Instead of saying “Everyone always treats me unfairly,” say “Sometimes I am treated fairly and at other times, I am treated unfairly.”

2. Practice looking at all sides of a situation and all points of view. Be generous and dig deep. Find the kernel of truth in every side by asking “What is being left out? ”

Example: “Why does Mom want me to be home at 10:00 P.M.?” “Why does my daughter want to stay out until 2:00 A.M.?”

3. Remember: No one has the absolute truth. Be open to alternatives. Use “I feel . . .” statements, instead of “You are . . .,” “You should . . .,” or “That’s just the way it is” statements.

Example: Say “I feel angry when you say I can’t stay out later just because you said so” instead of, “You never listen and you are always unfair to me.”

5. Accept that different opinions can be valid, even if you do not agree with them.

Example: “I can see your point of view even though I do not agree with it.”

6. Check your assumptions. Do not assume that you know what others are thinking.

Example: “What did you mean when you said . . .?”

7. Do not expect others to know what you are thinking.

Example: “What I am trying to say is. . . .”

Practice:

Circle the dialectical statements:

1. a. “It is hopeless. I just cannot do it.”

b. “This is easy . . . I’ve got no problems.”

c. “This is really hard for me and I am going to keep trying.”

2. a. “I know I am right about this.”

b. “You are totally wrong about that and I am right.”

c. “I can understand why you feel this way, and I feel different about it.”

Thinking Mistakes

1. **ALL-OR-NOTHING, BLACK-AND-WHITE THINKING:** If you're not perfect, you're a total loser. If you don't get everything you want, it feels like you got nothing. If you're having a good day, the whole rest of your life is perfect and you don't need therapy anymore.
2. **CATASTROPHIZING (FORTUNETELLING ERROR):** You predict the future negatively without considering other, more likely outcomes. "I'm definitely going to fail my test," or "If I tell her that, she'll hate me forever."
3. **MIND READING:** You believe you know what other people are thinking even without asking. "He clearly doesn't think I will do a good job."
4. **OVERGENERALIZATION:** You make a sweeping, negative conclusion that goes far beyond the current situation. "Since I felt uncomfortable in my first day of class, I know that I won't be able to enjoy the rest of the year."
5. **MENTAL FILTER:** You develop selective hearing and vision and only hear and see the one negative thing and ignore the many positive things. "Because my supervisor gave me one low rating on my evaluation (that also had many higher ratings), it means I'm doing a terrible job."
6. **DISQUALIFYING THE POSITIVE:** You tell yourself that the positive experiences, actions, or qualities do not count. "I did well in that one basketball game because I just got lucky."
7. **EMOTIONAL REASONING:** You start thinking your emotions are fact. "I feel . . .; therefore, it is. I feel like she hates me; therefore, she does." "I feel stupid; therefore I am stupid." "I dread school, so it's a bad idea to go."
8. **"SHOULD" STATEMENTS:** You "should" on yourself or someone else by having a fixed idea of how you or others should behave, and you overestimate how bad it will be if these expectations are not met. "It's terrible that I made a mistake; I should always do my best." "You shouldn't be so upset."
9. **LABELING:** Overgeneralization is taken a step further by the use of extreme language to describe things. "I spilled my milk. I am SUCH A LOSER!" "My therapist didn't call me right back; she is the most uncaring, heartless therapist ever!"
10. **PERSONALIZATION:** You see yourself as the cause for things you have absolutely no control over or the target of stuff that may have absolutely nothing to do with you. "My parents divorced because of me." "The receptionist was short with me because I did something wrong."

Activities to try during self-isolation & Lockdown

1. Bubble bath with candles and relaxing scents, make your own spa!
2. Yoga youtube videos
3. Video call friends or family
4. Video call a friend for a virtual coffee date
5. Video call a relative for a dinner date and catch up
6. Go for a run whilst keeping 2 metre social distance
7. Listen to music
8. Lay in the sun (don't forget suncream)
9. Read a book
10. Plan for the future, what are you hoping to do?
11. Dance
12. Fix or clean things around the house
13. Research a recipe and cook some tasty food
14. Take care of pets, spend some time grooming them
15. Write in a journal
16. Keep a daily blog of your 'lockdown' experience
17. Drawing or doodling
18. Play sports in the garden or virtual sports online
19. Talk to who you live with
20. Learn something new and research new topics
21. Exercise! Set up circuits or look at youtube videos for inspiration
22. Play an instrument
23. Make a gift for someone
24. Download new music or fun new apps
25. Watch TV
26. Try mindfulness apps
27. Bake a cake
28. Dress up and video call a friend for a virtual party, dance in your rooms whilst live to eachother!
29. Style your hair in a new way
30. Enjoy a cup of your favourite drink
31. Paint your nails
32. Get creative with art supplies!

33. Email or text friends
34. Look at old photos
35. Play video games
36. Notice the birds, trees and flowers
37. Surprise someone with a favour
38. Offer to help an elderly neighbour who is isolating
39. Completing something you feel great about
40. Remind yourself that you are worthy, good enough and deserving of love
41. Wake up in the morning and say out loud "tomorrow was a good day but today will be even better"
42. Write a poem, song or rap
43. Think about your friends good qualities
44. Put on makeup and learn new techniques
45. Make a healthy smoothie and mindfully drink it
46. Put on your favourite outfit
47. Play a game
48. Write a story
49. Read positive social stories about self-isolation
50. Make a card and send it to someone you care about
51. Find your favourite scent
52. Buy yourself a small treat
53. Notice the weather and think about your favourite weather

Add your own:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Parent and Young Person shared Activities

Self-isolating or lockdown means spending more time than usual together at home. This might feel difficult but finding a new routine and scheduling activities will help make the time more enjoyable



1. Arranging a coffee/tea date time
2. Going for a short walk (keep social distance from others)
3. Baking together
4. Planning dinner and cooking together
5. Paint your nails
6. Plan a holiday
7. Watch sports together
8. Do gardening together
9. Buy soil and seeds and grow flowers and/or veg (you can get windowsill pots)
10. Play with pets together
11. Walk the dog
12. Home DIY
13. Crossword puzzles
14. Reading together
15. Visit virtual museums together
16. Play catch
17. Listen to music you both like
18. Learn a dance routine
19. Watch a favourite TV or film together
20. Do each others hair/makeup
21. Talk about when you were little
22. Help elderly neighbours who need food and are isolating
23. Talk about your day
24. Play videogames
25. Play board games
26. Do yoga/exercise videos
27. Talk about future plans
28. Plan a fun surprise for someone
29. Joking around/be silly
30. Do something creative (e.g. knitting, drawing, painting, scrapbooking, model building)
31. Take an online art class
32. Teach one another something new
33. Tell funny family stories

ACCUMULATING Positive Experiences-Long Term

(To Build a Life Worth Living)

In the Long Term:

Make changes in your life so that positive events will occur more often. Build a life worth living. Check “Wise Mind” Values and Priorities List.

Work toward goals based on your values:

- Identify one goal (e.g., graduate from high school).
- List small steps toward goals (e.g., get out of bed, go to first class).
- Take first step (e.g., buy an alarm clock or set cell phone alarm).

Goal: _____

Some steps towards my goal: _____

Whats a simple step I can take? _____

Pay attention to relationships:

- Repair old, create new, work on current relationships, and end destructive relationships.

What can I do this week to work on a relationship?

Avoid avoiding:

- Avoiding makes problems build up and increases vulnerability to Emotion Mind.

Return

that call, schedule that doctor's appointment, face that work, discuss that problem.

- Avoid giving up.

What have I been avoiding?

Wise Mind Values and Priorities List

Mark the items that are important to you:

Contribute (e.g., be generous, help people in need, make sacrifices for others, volunteer, service to society).

Attend to relationships (e.g., build new relationships, work on current relationships, repair old relationships, end destructive relationships, treat others well).

Be part of a group (e.g., be social, have close friends, have people to do things with, feel sense of belonging).

Build character (e.g., have integrity, be honest, be loyal, stand up for my beliefs, keep my word, be respectful, be courageous in facing and living life, keep growing as a human being).

Be responsible (e.g., get my work done, earn money, take care of myself more and more, be reliable).

Achieve things (e.g., get good grades, work hard, be financially secure).

Learn (e.g., seek knowledge and information, read, study).

Have fun (e.g., enjoy what I do, laugh, go out and have a good time, relax).

Focus on family (e.g., see family often, keep family relationships strong, do things for family, respect family traditions).

Be a leader (e.g., be seen by others as successful; be in charge of something like a club, team, or committee; be respected by others; be accepted).

Be healthy (e.g., be physically fit, exercise, eat and sleep well, see my doctors when needed, practice yoga).

Strive for moderation (e.g., avoid excesses and achieve balance).

Other: _____

Practice Exercise: ACCUMULATING Positive Experiences in the Short and Long Term

In the short term:

1. Engage in at least one activity from your list each day. Also consider the Parent–Teen Shared Pleasant Activities List. Please write down each activity on the list below. Add more rows if you need them.
2. Rate your mood before you start the activity and then after. Use rating scale below.
3. Remember to try to stay mindful of activity and unmindful of worries.

	-5	-2.5	0	+2.5	+5	
	I feel very upset	I feel somewhat upset	I feel OK	I feel pretty good	I feel great	
Date:						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
/	/	/	/	/	/	/
/	/	/	/	/	/	/



4. Were you mindfully participating in each activity? If yes, describe the effect on your emotional state. If no, what happened?

In the long term:

1. List your goal and a value with which it is associated:

2. What is the first step in achieving your goal?

3. Take the first step. Describe how taking the first step made you feel?

INTERPERSONAL EFFECTIVENESS

Positive Relationships



What is Your Goal and Priority?

Keeping and maintaining healthy relationships (GIVE Skills)

Question: How do I want the other person to feel about me?

Example: If I care about the person or if the person has authority over me, act in a way that keeps the person respecting and liking me.

Getting somebody to do what you want (DEAR MAN Skills)

Question: What do I want? What do I need? How do I get it?
How do I effectively say “no”?

Example: How do I ask for something, resolve a problem, or have people take me seriously?

Maintaining Your Self-Respect (FAST Skills)

Question: How do I want to feel about myself after the interaction?

Example: What are my values? Act in a way that makes me feel positive about myself.

What Stops You from Achieving Your Goals?

I. Lack of skill

You actually don't know what to say or how to act.

II. Worry thoughts

You have the skill, but your worry thoughts interfere with your doing or saying what you want.

- Worries about bad consequences:
 - They won't like me"; "He will break up with me."
- Worries about whether you deserve to get what you want:
 - I'm such a bad person, I don't deserve this."
- Worries about being ineffective and calling yourself names:
 - I won't do it right"; "I'm such a loser."

III. Emotions

You have the skill, but your emotions (anger, fear, shame, sadness) make you unable to do or say what you want. Emotion Mind, instead of skills, controls what you say and do.

IV. Can't decide

You have the skills, but you can't decide what you really want: asking for too much versus not asking for anything; saying "no" to everything versus giving in to everything.

V. Environment

You have the skill, but the environment gets in the way:

Other people are too powerful (sometimes despite your best efforts).

Other people may have some reason for not liking you if you get what you want.

Other people won't give you what you need unless you sacrifice your self-respect.

Building and Maintaining Positive Relationships: GIVE Skills

Remember **GIVE**:

(be) **Gentle**

(act) **Interested**

Validate

(use an) **Easy manner**

(be) **Gentle**:

Be nice and respectful!

Don't attack, use threats, or cast judgments.

Be aware of your tone of voice.

(act) **Interested**:

LISTEN and act interested in what the other person is saying.

Don't interrupt or talk over him or her.

Don't make faces.

Maintain good eye contact.

Validate:

Show that you understand the other person's feelings or opinions.

Be nonjudgmental out loud.

"I can understand how you feel and . . ."

"I realize this is hard . . ."

"I see you are busy, and . . ."

"That must have felt . . ."

(Use an) **Easy manner**:

SMILE.

Use humour.

Use nonthreatening body language.

Leave your attitude at the door.



Practice Exercise: GIVE Skills

Choose two situations during the week in which you used your GIVE skills and describe how.
Remember GIVE . . .

(be) **G**entle
(act) **I**nterested
Validate
(use an) **E**asy manner

Situation 1:

With whom are you trying to keep a good relationship? _____

What was the situation in which you chose to use your GIVE skills? _____

What was the outcome _____

How did you feel after using your skills? _____

Situation 2:

With whom are you trying to keep a good relationship? _____

What was the situation in which you chose to use your GIVE skills? _____

What was the outcome _____

How did you feel after using your skills? _____

Getting Someone to Do What You Want: DEAR MAN Skills

Remember **DEAR MAN**:

Describe Mindful
Express Appear Confident
Assert Negotiate
Reinforce

Describe:

Describe the situation. Stick to the facts. “The last three weekends, I have noticed you coming home after curfew.”

Express:

Express your feelings using “I” statements (“I feel . . .,” “I would like . . .”). Stay away from “you should . . .”; instead, say, “When you come home late, I feel worried about you.”

Assert:

Ask for what you want or say “no” clearly. Remember, the other person cannot read your mind. “I would like you to come home by curfew.”

Reinforce:

Reward (reinforce) the person ahead of time by explaining the positive effects of getting what you want. “I would be able to trust you more and give you more privileges if you stuck to our curfew agreement.”

Mindful:

Keep your focus on what you want, avoiding distractions. Come back to your assertion over and over, like a “broken record.” Ignore attacks. “I know the other kids stay out later than you, and I would still like you to do your best to meet your curfew.”

Appear Confident:

Make (and maintain) eye contact. Use a confident tone of voice—do not whisper, mumble, or give up and say “Whatever.”

Negotiate:

Be willing to **GIVE TO GET**. Ask for the other person’s input. Offer alternative solutions to the problem. Know when to “agree to disagree” and walk away. “If you can do this for the next 2 weeks, then I will feel comfortable letting you stay out later for the party.”

Practice Exercise: DEAR MAN Skills

Choose one situation during the week in which you used your DEAR MAN skills and describe below.

What happened? (Who did what? What led up to what? What is the problem?) _____

What did you want (e.g., asking for something, saying “no,” being taken seriously)?

Be specific _____

DEAR MAN Skills used (write down exactly how you used each one):

Describe (describe the situation; just the facts): _____

Express (feelings): _____

Assert: _____

Reward: _____

Mindful: _____

Appear confident: _____

Negotiate: _____

What was the result of using your DEAR MAN skills? _____

Maintaining Your Self-Respect: FAST Skills



Remember **FAST**:

(be) **Fair**

(no) **Apologies**

Stick to values

(be) **Truthful**

(be) **Fair:**

Be fair to yourself and to the other person.

(no) **Apologies:**

Don't over apologise for your behaviour, for making a request, or for being you.

(If you wronged someone, don't underapologise.)

Stick to values:

Stick to your own values and opinions.

Don't sell out to get what you want, to fit in, or to avoid saying "no."

(Refer to 'Wise Mind Values and Priorities List')

(be) **Truthful:**

Don't lie.

Don't act helpless when you are not.

Don't make up excuses or exaggerate.

Worry Thoughts and Wise Mind Self-Statements

Turn negative thoughts into realistic ones.

Why bother asking? It won't make a difference anyway.

WISE MIND STATEMENT: _____

If I ask for something, she'll think i'm stupid.

WISE MIND STATEMENT: _____

I can't take it if he's (she's) upset with me.

WISE MIND STATEMENT: _____

If I say "no", they won't like me or want to hang out with me anymore.

WISE MIND STATEMENT: _____

If I say "no", they'll be really angry at me.

WISE MIND STATEMENT: _____

If I make a request or ask for help, I will look weak.

WISE MIND STATEMENT: _____

Examples of Wise Mind Self-Statements:

- "Just because I didn't get what I wanted last time does not mean that if I ask skilfully this time that I won't get it."
- "I can handle it if I don't get what I want or need."
- "It takes a strong person to admit that he [she] needs help from someone else and then ask for it."
- "If I say 'no' to people and they get angry, it doesn't mean I should have said 'yes.' "
- "I can deal with it if he [she] is annoyed with me."
- Others? _____

Practice Exercise: FAST Skills

Choose two situations during the week in which you used your FAST skills and describe below.

Remember **FAST** . . .

(be) **F**air

(no) **A**pologies

Stick to values

(be) **T**ruthful

SITUATION 1:

In what way are you trying to maintain your self-respect? _____

What was the situation in which you chose to use your FAST skills and how did you use them? _____

What was the outcome? _____

How did you feel after you used your skills? _____

SITUATION 2:

In what way are you trying to maintain your self-respect? _____

What was the situation in which you chose to use your FAST skills and how did you use them? _____

What was the outcome? _____

How did you feel after you used your skills? _____

Factors to Consider in Asking for What you Want (or Saying "No" to an Unwanted Request)

Priorities:

Objectives very important? (Is it important to get what I want?)
Relationship shaky? On good terms?
Self-respect on the line?



Capability:

Is the person able to give me what I want? (Or do I have what the person wants?)

Timeliness:

Is this a good time to ask? Is the person in the mood to listen or able to pay attention to me?
(Is this a bad time to say "no"?)

Preparation:

Do I know all the facts I need to know? Am I clear about what I want?
(Am I clear on the facts that I am using to explain why I am saying "no"?)

Relationship:

Is what I want appropriate to the current relationship? (Is what the person is asking me
appropriate to our current relationship?)

Give and take:

Has the other person helped me in the past? Have I overused his [her] help? (Have I helped
the other person in the past? Has he [she] overused my help?)

Which of the above do you need to pay more attention to? _____

Practice Exercise:

Factors to Consider in Asking or Saying "No"

Choose a situation during the week in which it was hard to determine whether to ask for something or to say "no," or how strong your request or your "no" should be.

Did you consider each of the factors below? Check off which ones applied. If the factor applied, what was the circumstance, and did considering it lead you to still ask for what you wanted or say "no" to what someone else wanted? Did it make your request or your "no" stronger or weaker?

Describe Circumstances:

Priorities _____

Capability _____

Timeliness _____

Preparation _____

Relationship _____

Give and take _____

So, what did you decide to do, and how did it work out? _____

Practice Exercise: Using Skills at the Same Time

Choose a situation during the week that required more than one interpersonal effectiveness skill.

Describe situation: _____

What were my priorities? (Check all that apply)

- Build/maintain relationship
- Get what I want, say "no", or be taken seriously
- Build/maintain self-respect



What I said or did and how I did so (check and describe):

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Gentle | <input type="checkbox"/> Describe | <input type="checkbox"/> Fair |
| <input type="checkbox"/> Interested | <input type="checkbox"/> Express | <input type="checkbox"/> No apologies |
| <input type="checkbox"/> Validate | <input type="checkbox"/> Assert | <input type="checkbox"/> Stick to values |
| <input type="checkbox"/> Easy manner | <input type="checkbox"/> Reinforce | <input type="checkbox"/> Truthful |
| | <input type="checkbox"/> Mindful | |
| | <input type="checkbox"/> Appear confident | |
| | <input type="checkbox"/> Negotiate | |

THINK Skills



When you want to make peace, reduce conflict, and reduce anger, **THINK** about it differently.

We often make interpretations or assumptions about others that fuel our Emotion Minds and can make the situation worse. So . . .

What's the situation? _____

How are your interpretations about the other person fuelling your Emotion Mind? _____

Now try these steps to **THINK** about it differently:

Think.. about it from the other person's perspective.

Have empathy What might he or she be feeling or thinking?

Interpretations Can you think of more than one possible interpretation or explanation for the other's behaviour? List other possible reasons for the behaviour; come up with at least one benign reason:

Notice... ways the other person has been trying to make things better, to help, or to show he or she cares. Or, notice how the other person may be struggling with his or her own stress or problems.

Use Kindness Can you use kindness and be gentle when you approach the other person?

Practice Exercise: THINK Skills

THINK about it differently:

With whom did you want to make peace/reduce conflict/reduce anger? _____

Briefly, what was the situation? _____

How were your interpretations or assumptions about the other person fuelling your Emotion Mind or making things worse? _____

Have empathy—what might he or she have been feeling or thinking? _____

Interpretations—were you able to think of more than one possible interpretation or explanation for the other's behaviour? List other possible reasons for the behaviour; did you come up with at least one benign reason? _____

Notice: What are ways the other person had been trying to make things better, to help, or to show he or she cared? _____

Or, how was the other person struggling with his or her own stress or problems? _____

Did you use Kindness and were you gentle when you approached the other person? _____

What was the outcome? _____

Online Gallery and Museum Tours

Online tour of The Louvre: <https://www.louvre.fr/en/visites-en-ligne>

Virtual museums and galleries: <https://artsandculture.google.com/partner?hl=en>

Museum of the World tour: <https://britishmuseum.withgoogle.com/>

Guggenheim gallery: <https://www.guggenheim.org/collection-online>

Natural History Museum: <https://naturalhistory.si.edu/visit/virtual-tour>

Air Force Museum: <https://www.nationalmuseum.af.mil/Visit/Virtual-Tour/>

Salvador Dali museum: <https://www.salvador-dali.org/en/museums/dali-theatre-museum-in-figueres/visita-virtual/>

Digital Concepts museum: <https://www.digitalconcerthall.com/en/home>

Moma gallery: https://www.moma.org/learn/moma_learning/

Museum of Web Art: http://www.mowa.org/kids/kids_enter.html

Vatican museum:
<http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/tour-virtuali-elenco.1.html>



Art and Home (Isolation doesn't have to be boring!)

Daily Live Illustration Drawing:<https://www.youtube.com/studiojjk?fbclid=IwAR3X30tC2QXL2iX0sn-lq0mbLTZFTDQOWJ802oKb4q6CZpis-xC23FFqSjU>

Lunch Doodles with Mo Willems:<https://www.kennedy-center.org/mowillems?fbclid=IwAR2i1h2pW9n5E9zQle8U7po8JzzyDxWrToUkE40Anc3IA-l8MNtCLRV1TVE>

Engineering:<https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box>

Tate at Home:<https://www.tate.org.uk/kids/make>

Cassey Stephens Elementary

Art:<https://www.youtube.com/channel/UCdEo82iK2lzwMqCxBuQmmerQ>

Make an Art Studio:<https://mindfulartstudio.com/make-an-art-studio-at-home/>

365 Drawing Challenge:<https://monalivaliveshere.files.wordpress.com/2014/01/365-days-of-every-day-drawing-challenge-prompts.pdf>

Watercolour tutorials: <https://www.youtube.com/channel/UCEYTvzdLrD1bx1NT004nwpA>

Bullet Journalling:<https://www.youtube.com/channel/UCcR1TUaD8Zn6P6O8h0A-xYA>



Creative Games for Isolation Days!

Quick, Draw! <https://quickdraw.withgoogle.com/>

Mondrian Squares: <https://artsology.com/mondrian-squares-game.php>

Autodraw: <https://www.autodraw.com/>

Colour: <https://color.method.ac/>

Artist Tool Kit: http://archive.artsmia.org/artists_toolkit/

Mondrimat Art: <http://www.stephen.com/mondrimat/index3.html?>

Tate Street Art: <https://www.tate.org.uk/kids/games-quizzes/street-art>

Art Puzzle: <http://www.jigzone.com/gallery/Art>

Bosch Invaders: <https://artsology.com/hieronymus-bosch-invaders.php>

Queensland Art Games: <https://www.qagoma.qld.gov.au/learn/kids>

Tate Cubism: <https://www.tate.org.uk/kids/games-quizzes/cuboom>

Grayson Perry and the Positive Potential of a Little Time Spent in Isolation



“Grayson’s Art Club” is a new TV show with the goal of keeping you engaged during a time of social distancing and isolation. The show will be on Channel 4 so keep your eyes peeled for the release date!

Geography and Nature Online

National Geographic:<https://www.nationalgeographic.com/>

Tutorful:<https://tutorful.co.uk/blog/learning-geography-useful-websites-and-resources-that-will-rock-your-world#BestGeographyYouTubeChannels>

Project Noah<https://www.projectnoah.org/>

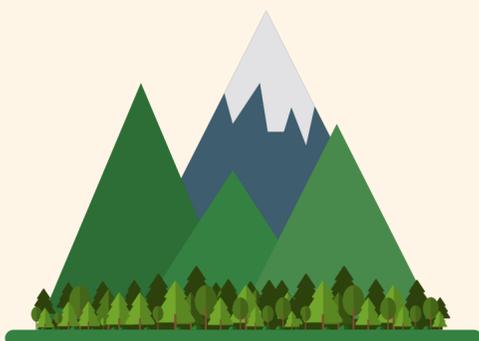
Seterra:<https://online.seterra.com/en/p/corona-support>

Online Film Festival, Resistance to The Rainforest:https://pulitzercenter.org/event/online-environmental-film-festival-resistance-rainforest?utm_medium=Social&utm_source=Twitter&utm_campaign=OnlineEFFFilmFestival

World Games:<https://world-geography-games.com/world.html>

Wild Science Podcast:<https://www.zsl.org/zsl-wild-science-podcast>

The Relationship between Humans and
Animals<https://conservationchronicles.podbean.com/>



Free Online Music

Free Opera <https://www.metopera.org/about/press-releases/met-launches-nightly-met-opera-streams-a-free-series-of-encore-live-in-hd-presentations-streamed-on-the-company-website-during-the-coronavirus-closure/>

Free Classical Orchestras: <https://www.bostonglobe.com/2020/03/13/arts/all-classical-music-you-can-livestream-free/>

Berliner Philharmoniker <https://www.digitalconcerthall.com/en/home>

Live Stream

Concerts <https://www.billboard.com/articles/columns/pop/9335531/coronavirus-quarantine-music-events-online-streams>

Chris from Coldplay <https://www.youtube.com/watch?v=YMBK90fsK04>

Celebs performing online <https://www.vulture.com/2020/03/coronavirus-lizzo-celebrities-play-music-under-quarantine.html>



Literature Online

Download free books, e.g. Shakespeare, Edgar Allen Poe,
Frankenstein, etc.: [://www.gutenberg.org/](http://www.gutenberg.org/)

Listening books: [k://www.listening-books.org.uk/](http://www.listening-books.org.uk/)

Books in PDF, Word and audiobook format - Alice in Wonderland /
Wind in the Willows / The Railway Children / The Jungle Book /
Peter Pan / Black Beauty

<https://www.researchify.co.uk/audiobooks.html>

Audible: <https://stories.audible.com/start-listen>

Open library: <https://openlibrary.org/>



Sleep Hygiene Top Tips from the CAMHS Crisis Team

Sleep Hygiene - What is it?

Sleep hygiene is about taking steps to maintain a good, healthy sleep routine. Not everyone's sleep regime will be the same and it will take a while to adapt a healthier sleep pattern.

Stimulants - Reduce them early...

Caffeine, nicotine and alcohol are all addictive stimulants that can interfere with a healthy sleep routine. To aid a better night's sleep these should be avoided 3 hours before going to bed. Don't forget fizzy drinks, tea and coffee contain caffeine as well!

Still can't sleep?

Sometimes it can be really difficult to settle down at night and no matter how many sheep we count, we can quickly enter into a cycle of tossing and turning for hours on end. If you are unable to sleep and you have been trying for over an hour get up for a short while and then try going back to bed again.

Same time, different day...

Going to bed at the same time every day will help improve your sleep and will also get you into a routine. Try and relax before going to bed, take a bath, read a book or do some light exercise such as a walk to help wind down for the evening. As much as a lie in might help at the time, it is just as important to wake at the same time each day too. Your routine should remain the same (+/-20 minutes) every night of the week

Clean and Tidy

Ensuring your room is clean and comfortable prior to going to bed is key. A room that is too hot or too cold will make it harder for you to sleep, so ensure your room is a nice temperature to sleep in. Making sure your room is clean and tidy will also help, sometimes the thought of thinking you can't find something or thinking you have things to do will impact your sleep. Clear the room and spritz it with your favourite scent for a calmer nights sleep. Lavender is great for helping with sleep!

Blue Light

Screens such a TV's, computers, iPads and phones produce a light that prevents you brain from releasing the hormone melatonin. Melatonin is a hormone we naturally produce to trigger the brain to go to sleep. Reducing screen time an hour prior to going to bed will improve your sleep. Avoid having your phone close by at night to also prevent the temptation of using it during the night.

Spend some time thinking of steps you will take to improve your sleep routine:



My Safety Plan



Getting through
right now

Making your
situation safer

Things to lift or
calm your mood

Things to distract
you

People to support
you

List who you can
talk to if you are
distressed or
thinking about self-
harm or suicide

Emergency
professional support

Safety Planning



Type this link into the internet browser for support in making your own safety plan. You will find interactive videos, support and advice.

https://www.stayingsafe.net/making_plan_with_jb



<https://www.stayingsafe.net/home>

Support

Nottinghamshire CAMHS CRISIS Team: 0115 844 0560

SamaritansCall 116 123 for free 24/7 www.samaritans.org

**ChildlineCall 0800 1111 for free for anyone under 19 in the
UK www.childline.org.uk**

**Kooth: Free, safe and anonymous support for young people. Online
support: www.kooth.com**

**PAPYRUSFor people under 35 and those supporting them Papyrus
HOPEline 0800 068 4141 (Mon-Fri 10am-10pm Sat-Sun 2pm-10pm
and bank holidays 2pm–5pm text 07786 209 697**

**Young MindsText the YoungMinds Crisis Messenger, for free 24/7
support across the UK. Text YM to 85258. youngminds.org.uk**

Give Us A Shout. 24/7 Crisis Text Service. Text SHOUT to '85258'

In an emergency: contact GP, Emergency Department or call 999