



MY COVID-19 RESILIENCE WORKBOOK

MY NAME: _____



IN CONJUNCTION WITH:





MY COVID-19 RESILIENCE WORKBOOK



IN CONJUNCTION WITH:



CREATED BY:

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Director, Resilience Associates

*Former Director, Resilience Unit;
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&

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INTRODUCTION

FOR PARENTS, TEACHERS AND OTHER ADULTS WORKING WITH CHILDREN

Resilience. It's a word we've been hearing a lot during Covid-19.

How do we define resilience?

We'll start by defining what resilience is not.

- Resilience isn't an all or nothing proposition, where people are resilient all the time.
- Resilience isn't denying pain, sadness or difficulty. Resilience doesn't mean we don't struggle, fail or doubt.
- Resilience isn't predetermined. We are not born with a set amount of resilience.

What is Resilience?

- Resilience is a muscle we can build. We can become more resilient today than we were yesterday.
- Resilience means we find the strength to continue on- despite our sadness and pain.
- Resilience is how we cope with the emotions that accompany adversity

and manage to regulate them.

- Resilience helps us transform our challenges into opportunities for growth.

The two ways we can teach children resilience are:

1. To provide them with a safe environment and trustworthy adults they can connect to, and
2. To train them to identify and regulate their emotions.

Adults too can grow in their resilience. We rely on our resilience to get us through challenging daily situations at home, work, and in the community- most especially during these last months of Covid. Adults who demonstrate the ability to cope with the stresses of everyday life, as well as in crisis, serve as the best teachers for the children around them. This resilience serves as a model of coping behavior for children, which helps them learn critical self-regulation and problem-solving skills. We gained some of these foundational resilience qualities in our childhood and adolescence, and

continue to develop them as we guide our children and students during their formative years.

My Covid-19 Resilience Workbook has been developed by Ohel and Metiv, to provide children, ages 5-10, a foundation for resilience.

My Covid-19 Resilience Workbook was designed to be user-friendly, with skill-

building activities that are easy for adults to administer with children.

My Covid-19 Resilience Workbook incorporates safety, promotes positive connections and gives children skills to identify and manage their emotions.

Many of its pages were originally written by Dr. Naomi Baum of Metiv in 2009. It was rewritten and redesigned by Tzivy Reiter, LCSW, of Ohel specifically for Covid-19, incorporating the latest research on children's self-regulation, trauma and resilience building interventions.

The authors would like to thank David Leibtag, Ohel School Based Services Director; Raizel Keilson, Ohel Early Childhood Mental Health Clinical Supervisor; and Sarit Schramm Yavin, Coordinator of Metiv's BEAR program: Building Emotion and Affect Regulation for children. Their suggestions, comments and contributions greatly enhanced this workbook.

The goal of *My Covid-19 Resilience Workbook* isn't just to help children survive the current Covid-19 crisis. It is to provide them with tools for life- to survive and even thrive- today and through all the challenges and opportunities of tomorrow.

David Mandel, CEO
Ohel

Dr. Danny Brom, Director
Metiv



ABOUT THE AUTHORS

Naomi L. Baum, Ph.D., a psychologist, who consults both in Israel and internationally in the field of trauma and resilience. She created the Building Resilience Intervention (BRI), an evidence based resilience model that has been applied widely in Israel and abroad. She is the author of professional articles on resilience building and trauma as well several books, including, her newest book, "ISRESILIENCE: What Israelis Can Teach the World," published by Gefen. Her website is: <http://www.naomibaum.com>

Tzivy Reiter, LCSW currently serves as the Director of Children's Services at Ohel Children's Home and Family Services. Tzivy is a specialist in children's mental health, bereavement, trauma and disaster mental health. She directed crisis counseling programs for children, adults, and families after 9/11 and Hurricane Sandy and has intervened in recent traumas including Hurricane Harvey in Houston, the Pittsburgh shootings, and the Woolsey Fires in California. She has taught hundreds of teachers how to promote resilience and social-emotional skills in children. Ms. Reiter also frequently writes about work-life balance issues and is the author of Briefcases & Baby Bottles: The Working Mother's Guide to Nurturing a Jewish Home, published by Feldheim.



For more than 50 years, Ohel Children's Home & Family Services has provided transformative social services to communities in the New York metropolitan region, across the United States, and recently, around the world. Beginning as a small foster care agency for Jewish children, today Ohel cares for more than 20,000 individuals from all communities through a broad range of programs including mental health services, housing, eldercare, respite for parents with a child with disabilities, outpatient counseling for everyday people with everyday problems, and trauma resources for communities in New York and across the nation

ABOUT METIV

Metiv, the Israel Psychotrauma Center, an independent affiliate of Jerusalem's Herzog Hospital, promotes healthy coping and post-traumatic growth within Israeli society through evidence based interventions, training and research. Founded in 1989 by Dr. Danny Brom, much of Metiv's work is aimed towards veterans, vulnerable children and underserved communities. Having published nearly half a dozen books, dozens of peer-reviewed studies and supervised dozens of student researchers, the work of the Metiv staff has led to the burgeoning awareness and openness in Israel to the communal and personal effect of trauma.



My Name: _____

My Age: _____

My School: _____

My Grade: _____

Something Interesting About Me: _____

THIS IS ME

Draw yourself.

You can choose to put your mask on, or leave it off.



How I feel with my mask on _____

How I feel with my mask off _____



**THIS IS WHAT I
KNOW ABOUT
COVID-19**

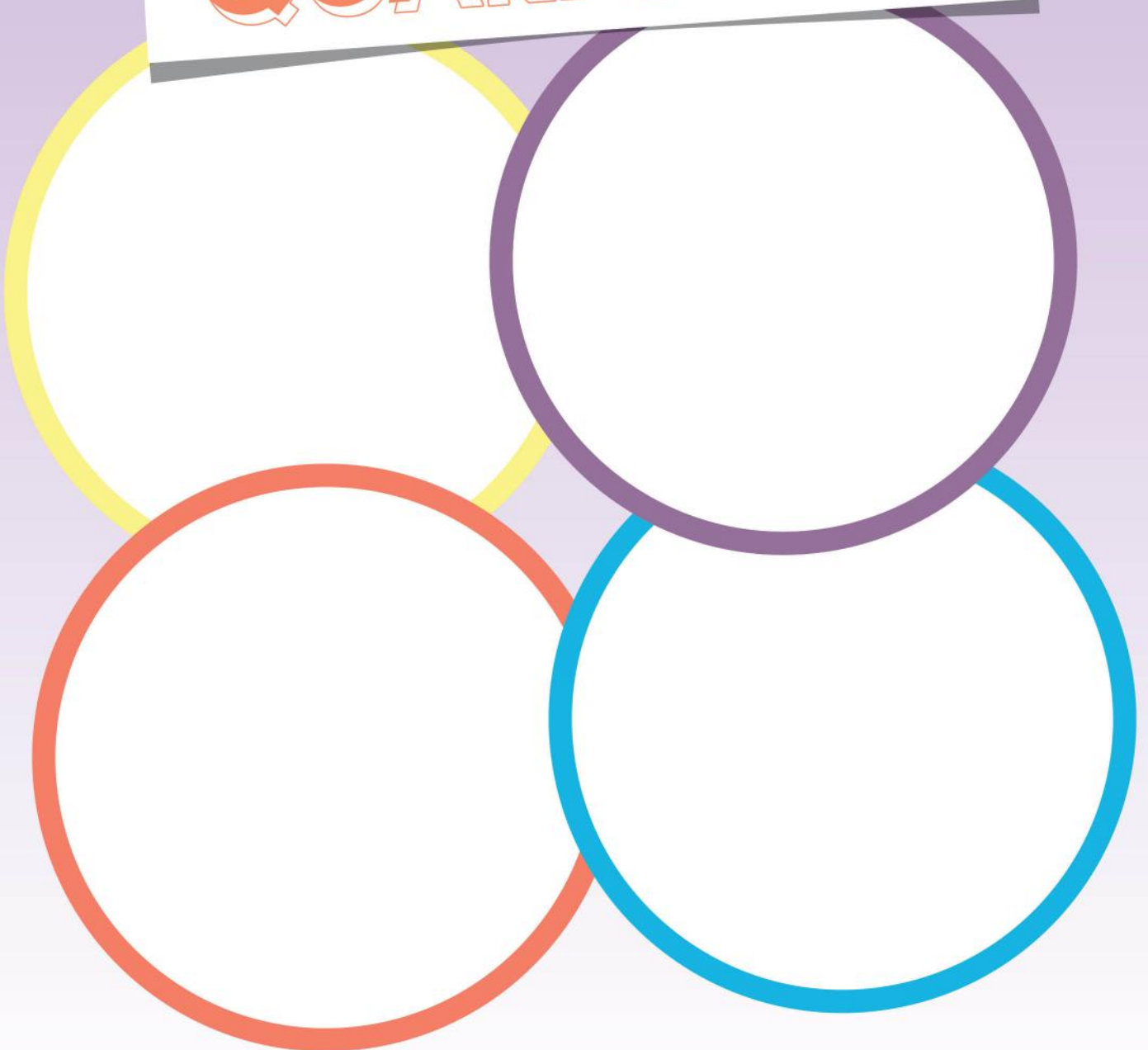
**THESE ARE
QUESTIONS
I HAVE ABOUT
COVID-19**



Fill in the Circles with

THINGS I
DID DURING

QUARANTINE





WHAT I AM LEARNING ABOUT MYSELF DURING COVID-19

WHAT I ENJOY DOING DURING COVID-19





HOW I STAY
CONNECTED
WITH MY

FRIENDS

WHAT DO I FEEL?

Draw a line to show where you feel
this feeling in your body



WORRIED



SAD



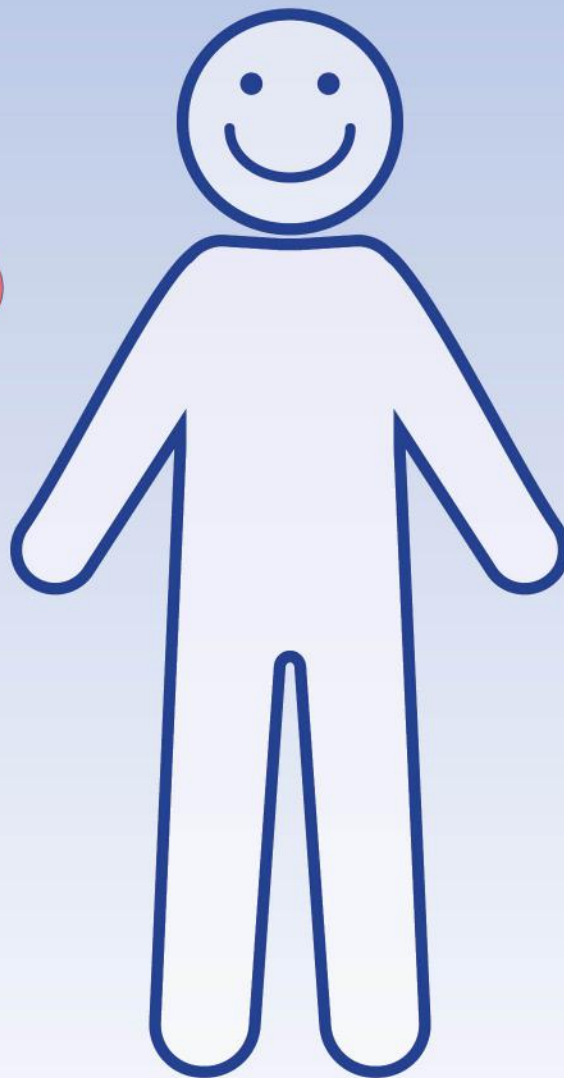
ANGRY



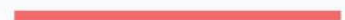
CALM



HAPPY



**WHAT ELSE DO
I FEEL?**



EVERYONE GETS STRONG FEELINGS SOMETIMES.



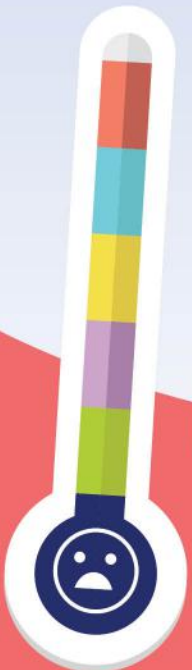
Strong feelings come and go.
They get bigger. They get smaller.
They get louder. They get quieter.

It is Ok to feel strong feelings.

Sometimes we can calm our bodies when we
don't like how we feel.

**There are things we can do to
make ourselves feel better.**

Let's learn about some of the things you can do.





WHEN I FEEL HAPPY ...



HOW
HAPPY
DO I
FEEL...

**WHEN
I FEEL
HAPPY THIS
IS HOW
I SHOW IT:**

**WHEN I
FEEL HAPPY
MY BODY
FEELS:**

**WHAT I
DO TO
FEEL
HAPPY:**

**THINGS
THAT
MAKE
ME FEEL
HAPPY:**



WHEN I FEEL SAD...

HOW
SAD
DO I
FEEL...

VERY
A LOT
MEDIUM
A LITTLE
NOT
AT ALL



**PEOPLE CAN
TELL WHEN I
AM SAD
BECAUSE:**

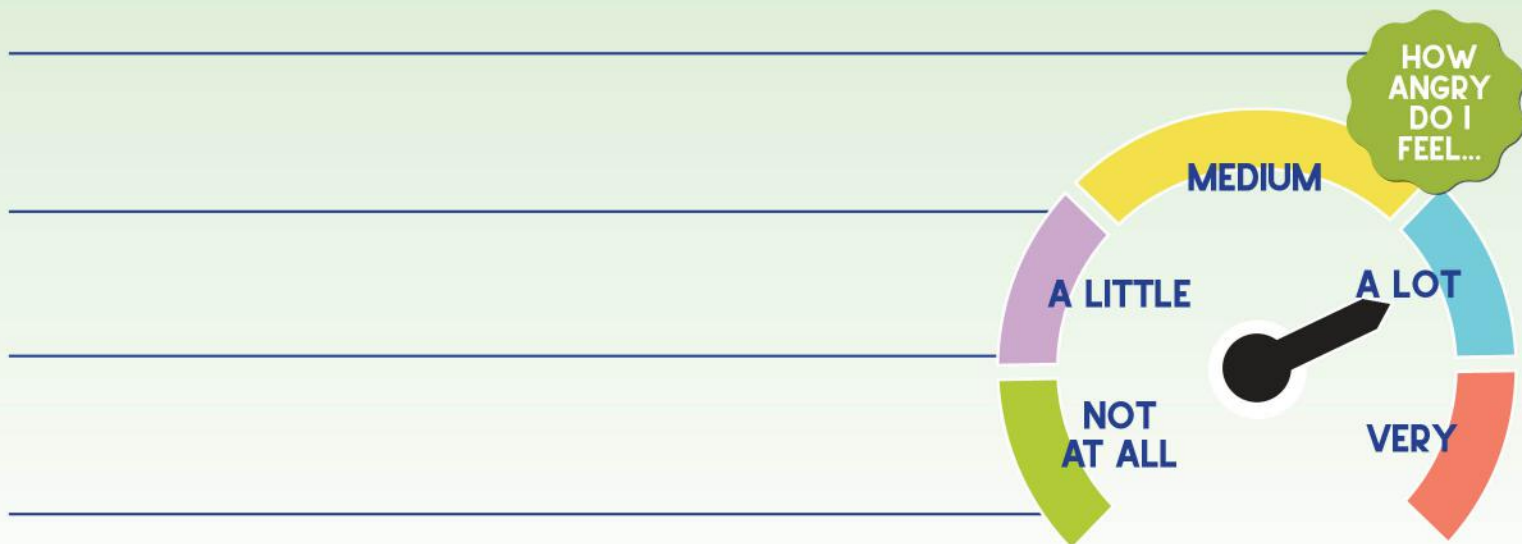
**WHEN I AM
SAD THIS
IS WHAT
HAPPENS IN
MY BODY:**

**WHAT I
CAN DO
WHEN I'M
FEELING
SAD:**

**THINGS
THAT
MAKE ME
FEEL SAD:**



WHEN I FEEL ANGRY ...



**WHEN I FEEL
ANGRY THIS
IS WHAT
HAPPENS IN
MY BODY:**

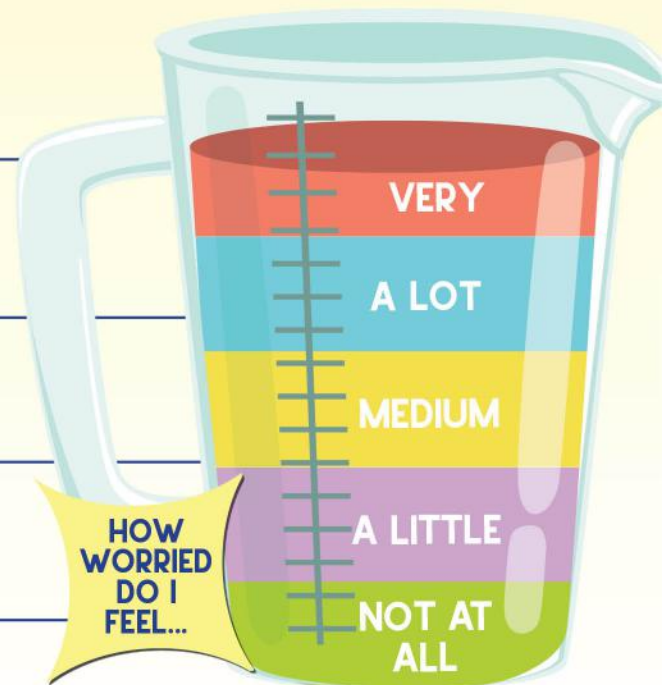
**THINGS
THAT MAKE
ME FEEL
ANGRY:**

**THIS IS WHAT
I DO TO LET
PEOPLE KNOW
THAT I AM
ANGRY:**

**WHEN I FEEL
ANGRY IT
HELPS ME TO:**



WHEN I FEEL WORRIED...



**WHEN I FEEL
WORRIED IT
HELPS ME
TO:**

**THINGS
THAT MAKE
ME FEEL
WORRIED:**

**WHEN I FEEL
WORRIED
MY BODY
FEELS:**

**THIS IS WHAT
I DO TO
LET PEOPLE
KNOW I AM
WORRIED:**



WHEN I FEEL CALM...

HOW CALM DO I FEEL...

VERY

A LOT

MEDIUM

A LITTLE

NOT AT ALL

**WHAT I DO
TO FEEL
CALM:**

**THINGS THAT
MAKE
ME FEEL
CALM:**

**PEOPLE CAN
TELL THAT
I AM CALM
BECAUSE:**

**WHEN I FEEL
CALM THIS
IS WHAT
HAPPENS IN
MY BODY:**

CAN YOU TELL HOW I FEEL?

CONNECT A LINE

from the feeling to
the matching face.

Match the feeling
to the face with and
without a mask.

SAD

CALM

ANGRY

HAPPY

WORRIED

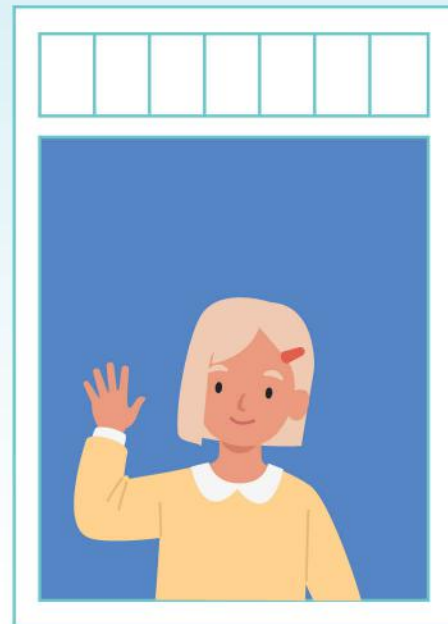




DRAW A FEELING



Since COVID-19 I miss...





...but I
STILL HAVE



the COV PA

BEFORE



DURING



ID-19 NDEMIC



AFTER



What I do to FEEL BETTER

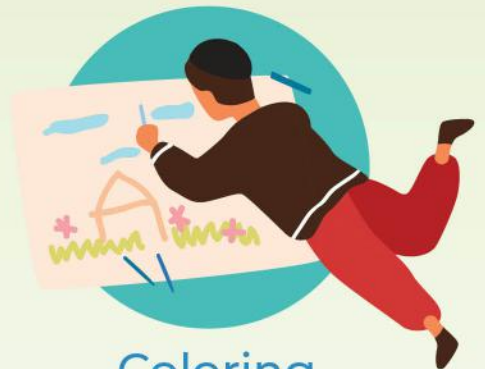
Draw a circle around the things that help you:



Speaking with
my Mom or Dad



Playing with
friends



Coloring



Writing



Quiet
time



Reading
books



Music

Who I can share MY FEELINGS WITH



Write or draw in the circles who you can share your feelings with.





DRAW A SPECIAL PLACE...

Where you feel calm and safe



Notice what you feel in your body
when you imagine this place.

I FEEL SAFE & STRONG... BECAUSE



Draw a circle around the
things you do to be safe:



**I wear
a mask.**



**I play at a
distance.**



**I wash
my
hands.**



Write in some other ideas:



I AM THANKFUL FOR...

1.

2.

3.

HOW I CAN HELP OTHERS













































Write or draw how
you can help:



HOW DO I FEEL TODAY?

Circle how you feel each day.
Use as many faces as you want.

SUN	MON	TUES	WED	THURS	FRI	SAT
						
						
						
						
						
						



LOOKING AHEAD

**COVID-19 WILL NOT
LAST FOREVER.**

What are 3 things you will do when it's over?

Write or draw one thing that you hope for?





Access the Full Range of Ohel Services

Always on call **1-800-603-ohel(6435)**
Confidential response **access@ohelfamily.org**
www.Ohelfamily.org