

Lt. Gen Charles D. Luckey, chief of Army Reserve and commanding general, U.S. Army Reserve Command, gives guidance to unit commanders and Soldiers in response to the COVID-19 pandemic. Specifically, he addresses the suspension of battle assembly training, the stop of military travel, and precautions to take to defend personal and public health.

For more information about COVID-19:

<https://www.usar.army.mil/COVID19/> or <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Watch it here: <https://youtu.be/yIVdYNPgwAk>

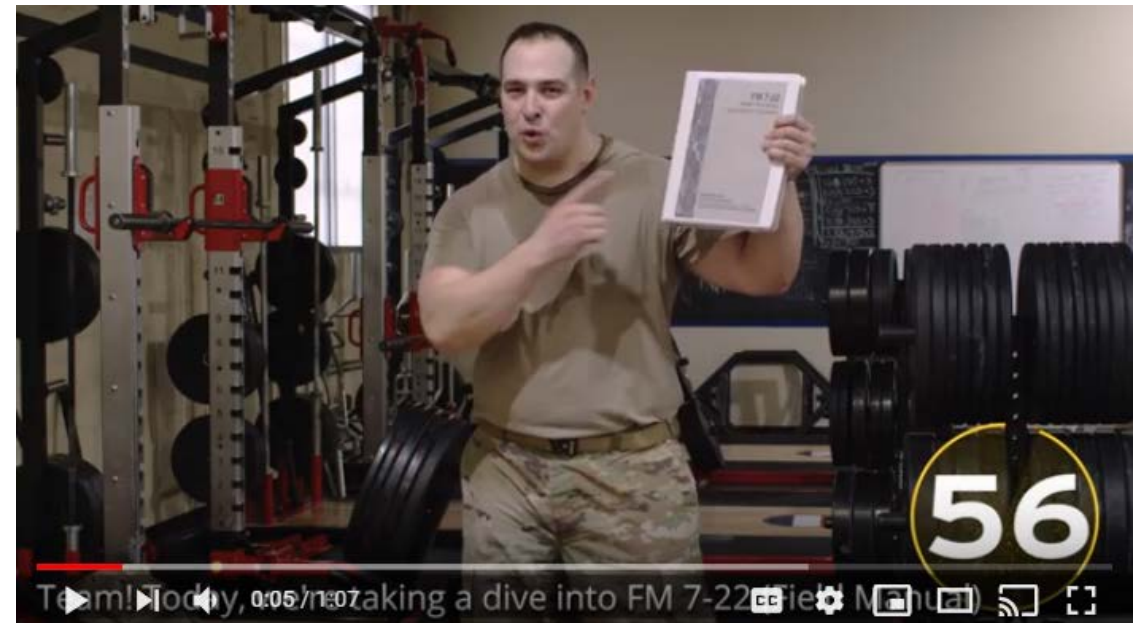


## Army Reserve AR/60 - Episode 20 (Army Reserve Update in 60 seconds!)

On this episode of AR/60:

FM 7-22 (Army Physical Readiness Training) to master the basics.

Watch it here: <https://youtu.be/Ng4kvgXsl-w>



The Double Eagle App keeps Army Reserve leaders, Soldiers, Family members, and Department of the Army Civilians up to date on information about the Army Reserve.

### **Why You Should Download the Double Eagle App:**

**Leaderbook** - Leaders will be able to manage information, message and send out alerts based on subordinate Soldier data.

Soldiers will be able to utilize the “Resources” capability to access resources including self-help, mental health, veteran assistance POCs, and training reference information.

Soldiers will be able to access discussion boards based on general staff functions (G-staffs), Major Commands, and Soldier Support systems (Family Programs, Suicide Prevention, SHARP) will provide professional discussion, push information including standards, training guidance, and resources.

### **Double Eagle App Tip: Nearby Feature**

The Nearby feature aims to connect Soldiers to other Soldiers and resources within a set radius by allowing them to opt-in to share a general location using the app. Locations are generalized within 6 to 10 miles and the app does not store location information, provide directions or share it with any other applications, ensuring the safety and security of Soldiers. Some potential uses for this feature include messaging another Soldier to meet for a run, networking with other Soldiers and Families in the area and finding and accessing key resources when immediate support is required.

Find out more & Watch their video <https://youtu.be/TszaVEcZCjY>

Learn More: <https://www.usar.army.mil/DoubleEagleApp/>





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Or latest news at: <http://public.militaryonesource.mil/enewsletter>

\*\*\*\*Don't forget that you can Get Assistance 24/7: 1-800-342-9647 or at [www.militaryonesource.mil](http://www.militaryonesource.mil)

## **MOS- EFMP (Exceptional Family Member Program)-**



**EFMP-ROC (Winter 2020)** - The Exceptional Family Member Program is proud to introduce EFMP ROC — a ready, one-source access to Resources, Options and Consultations for families with special needs.

### **In this issue of the newsletter:**

- Free Legal Support for Families with Special Needs
- New Staffing Pilot
- Financial Wellness
- eLearning Courses
- ... and Much **MORE!**

Read it here: <https://content.govdelivery.com/accounts/USDODMILITARYONESOURCE/bulletins/271ba51>

***SECO (Spouse Education Career Opportunities)----- Winter 2020***

***In this issue of the newsletter:***

- ***Traitify Matches Your Personality to Careers***
- ***MyCAA Scholarship News***
- ***MSEP Virtual Hiring Fair***
- ***MSEP grows with NEW Partners***

***.... and Much MORE!***

***Read It Here: <https://content.govdelivery.com/accounts/USDODMILITARYONESOURCE/bulletins/27a447e>***



***Preparing for transition every step the way!*** The Military Spouse Transition Program (MySTeP) is made for YOU – a military spouse – to support and encourage you throughout your service member’s time in the military. MySTeP will help you plan, prepare and be ready for the life your family wants after transitioning out of the military, whenever that time comes. The information, tools and programs highlighted in MySTeP will connect you with the right resources at the right time to help you successfully navigate military life at every stage of your service member’s career.

***Check out the site here: [https://myseco.militaryonesource.mil/portal/mystep?utm\\_campaign=seco-enews-fall2019&utm\\_content=html&utm\\_medium=email&utm\\_source=govdelivery](https://myseco.militaryonesource.mil/portal/mystep?utm_campaign=seco-enews-fall2019&utm_content=html&utm_medium=email&utm_source=govdelivery)***



From MOS- Blog Brigade..... By Kristi Stolzenberg

It's one thing to make a deliberate decision to accept a telecommuting job knowing full well your school-age kids will be out of the house during work hours and your bitty babies will be blissfully napping at predictable intervals throughout the day, giving you plenty of productive hours. This is the Instagram version of working from home — all the filters, #blessed.

It is another thing entirely to wake up one morning to find that your kids will be home until further notice, they're still expected to learn on your watch, social distancing isn't doing you any favors, and somehow you still have 40 hours of work to complete each week from your home office, but you're looking around your home that BAH bought wondering where you're supposed to find an office space. This is the meme version of working from home — #coronavirus #sendhelp.

There's a lot of advice out there for making working from home work, some good, some I know for sure would never work with my kids — at ages 7 and 9, they still think they're being less disruptive if they whisper their complaints and requests when I'm in the middle of working. So, let's save everyone some time (that frankly we don't have right now anyway) and assume "regular" work from home advice wasn't written for the conditions you're working with during COVID-19. You don't necessarily have time to whip up balanced lunches midday, let alone gather art supplies and set up a home classroom for your kids. And, once their schedules are managed, we get to focus on that whole 9-5 gig moving into your house. Let's knock the whole telework with kids thing down to the foundation.

Ground Rules:

Decide what you need to not have to use your big voice with the kids by 8:02 am, set the boundaries and enforce them. You'll have some extra rules for your kids and yourself during these unique circumstances, but basics still apply:

Set screen time restrictions. Yes, it's easier in the short run to let the tablet babysit, but you'll pay for it later in the day when everyone is in screen-zombie mode, irritable, and nothing on their to-do list is checked.

Limit snacks. This is not the time for bored snacking. I know you don't want to go stand in those long grocery store lines any more than necessary.

No "fun" until work is done. But nothing is stopping you from weaving a little fun into the lessons.

During "work hours," bring things to mom or dad only if they are emergencies. Or if it's a smaller problem you've already tried to solve yourself.

Your Routines:

I don't care how much of a self-motivator you are, if you don't have a routine as a telecommuter with kids at home, it won't work:

Start your day the night before. Finish the dishes. Get the laundry set to start first thing in the morning, make sure toys and your day's work are cleaned up, giving you a clean slate for the next day. Cue up the kids' lessons for the next day (if school sends them that far in advance), or at least plan a backup activities. Prep meals. Make your to-do list the night before and prioritize it.

Decide when you're the most productive. Then, schedule a block of worktime there and this is when you knock out your highest-priority task for the day. Are you a morning go-getter? Get up before the kids, hammer out a solid hour or two of uninterrupted work and use that momentum to get you through the day.



Read more great Blogs Here: <https://blog-brigade.militaryonesource.mil/>

Abide by breaks just like you would in the office. The hardest part to adjusting to working at home is keeping lunch in the fridge until lunchtime. If I know a plate of leftovers waiting for me, I want it by 9:30 am, and my day is derailed from there. Schedule lunch for you and the kids so you can eat, interact and address the next thing on the agenda. Do the same with short 10-15-minute breaks.

Their Routines:

For every time you whisper to yourself that this is crazy and you can't focus, your kids are saying it through a bullhorn...inches from your face...during work hours. Kids need structure and structure has left the building. So, it's up to you to create clam from chaos right now:

Make a routine and give it a name. Naming your new, temporary routine tells your kids, "Listen up, this is different, so pay attention." Post the routine on the fridge, in their rooms, or another high visibility location, and be specific. Break it down by the hour.

Have time fillers ready to go. It will happen, your kid will finish math 20 minutes early because it's her favorite and she's a math whiz, so be ready for this. Make a list of things your kids can do if they finish early — read, draw, build with blocks, complete a chore for some extra points. Heading them off with a solution before they have a chance to interrupt your workflow is huge.

Mirror their school day as much as possible. Eventually, they'll return to school (right?), so keep things as close to normal as possible. Get active as much as possible. Inside or out, it's good for all of you!

Expectations:

When you've set rules and routines, you need to be clear. When you're working, they need to let you work unless it's an emergency. When it's time for them to work, they need to focus and get it done. A little incentive never hurt either. Use screen time or a fun "together" activity at the end of the day as motivation to keep you all focused. Make sure your kids know when it's independent work time and conversational work time. Independent means you (and your kids need to completely focus). During conversational time, you can split your focus more easily — save your email inbox for this time of day.

Space:

This can be a challenge when you don't have space to spare. Space is an even bigger issue when kids are home because you can't very well lock yourself in a home office if you're fortunate enough to have one. Your kids will inevitably need you for something and for safety reasons, they need to have access to you, especially if they're younger. Your kids will need a workspace too during this stretch of their own telework stint. Consider using their usual homework spot and pick your spot from there. Maybe you share the kitchen table or work in neighboring rooms if you have an open floorplan.

When None of That Goes as Planned:

This is the most important part of this entire blog. None of the stuff above is going to work perfectly right away or all the time. You're out of your element. Your kids are out of theirs. No one is necessarily happy with the sudden, temporary change — personally, if we're all out of school and work, I'd rather be on vacation than in the living room, but that isn't an option right now and dwelling on it is only going to waste time we definitely don't have to spare.

Take it a day at a time, which should be easy since orders, guidance (especially for military families), and toilet paper inventory are changing daily. This is temporary. Give yourself some grace; be very transparent with your office so they know your situation. Muster up some extra patience for your kids. And remember that you'll get through this just like you've gotten through every other challenge so far.

Read more great Blogs Here: <https://blog-brigade.militaryonesource.mil/>





Tutor.com for U.S. Military Families, funded by the U.S. Department of Defense and Coast Guard Mutual Assistance, is a program that provides on-demand, online tutoring and homework help at no cost to eligible service members and their dependents. With live, expert tutors available 24/7, military-connected students can receive academic help at their moment of need—anywhere they have an internet connection.

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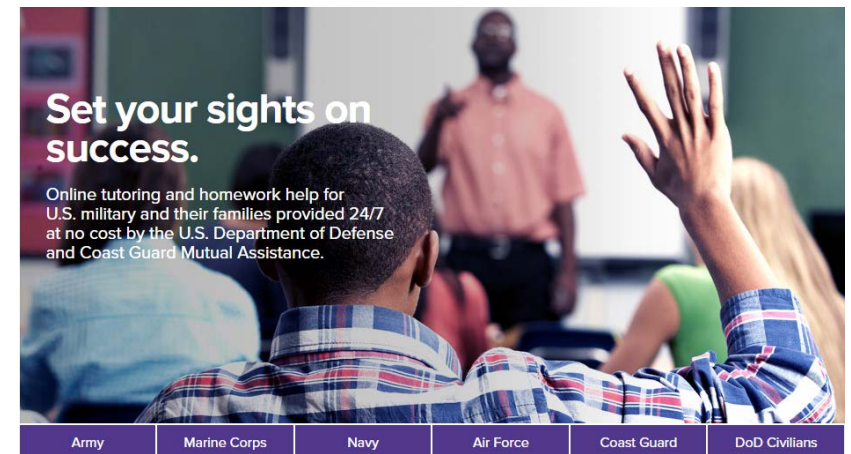
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As military families grapple with thousands of different difficult situations that the coronavirus has brought to their lives, the military relief societies want people to know they can help with financial assistance in a variety of ways.

With the temporary restriction on Permanent Change of Station moves, some families may up, and may need to make alternate living arrangements. In other cases, spouses may have lost their job or their income has been severely reduced, and the family is having trouble making ends meet.

Depending on the situation, the relief societies — Army Emergency Relief, Air Force Aid Society, Navy-Marine Corps Relief Society— can offer help in the form of grants or zero-interest loans.



**Army Emergency Relief:** Recognizing that soldiers and their families may be affected by quarantines, and that sometimes staff members are restricted from meeting in person, officials have set up an online process for those who can't meet face to face with their local AER officer, allowing them to submit requests for assistance by email and secure document transmission. Soldiers or their eligible family members with special power of attorney should follow the procedures outlined here. To date, two soldiers have applied for assistance, because of PCS orders that were affected by the travel restrictions.

For those groups that have standard eligibility for AER benefits —active duty soldiers, retired, spouses and children —AER is working with the Army to support these groups, officials said. There are more than 30 categories of assistance they can apply for, such as paying for temporary lodging in the case of a family who was about to PCS, and sold their house before getting the stop movement order; or paying for temporary emergency living expenses for a spouse who has been laid off due to coronavirus impacts.

AER director retired Lt. Gen. Ray Mason sent a letter March 16 to Army Reserve Component leadership to notify them that AER will allow eligibility to Army Reserve and Guard soldiers on a case-by-case basis in response to extreme or unusual financial hardship. For those non-Title 10 soldiers who are determined eligible, they can apply for assistance in the form of grants or zero-interest loans.

Read More Here: <https://www.militarytimes.com/pay-benefits/2020/03/16/heres-financial-help-for-military-families-caught-in-a-coronavirus-quandary/>

## Support a Healthy Immune System with P3... excerpted

### 1. **SLEEP is your silver bullet!**

While more sleep won't necessarily prevent you from getting sick, skimping on it could adversely affect your immune system, leaving you susceptible to illness.

**2. CHALLENGE and MOTIVATE your Family and friends to stay active!** What do you, your Family and friends do for fun? Can you do the same things virtually? Help your Family and friends to stay focused, motivated, and accountable.

- Schedule a workout with a friend virtually or creative activities inside (dancing, partner exercises).
- Encourage competition by challenging others to meet particular activity targets. Use video chats to work out together in challenging ways such as holding a plank.
- Challenge your Family and friends to join in 10 push-ups at 10:00; 16 sit ups at 1600.

**3. Try creative ideas with your cardio and strength training workouts!** Resistance bands, doorway pull-up bars, and free weights can be used at home. Consider reusing water bottles to boost strength AND reduce waste to help protect the environment. Here are some other ideas for working out at home:

Participate in a virtual exercise class from your phone, computer or television. The following fitness studios are offering live-streamed classes for free and are only an example of resources available. Use of trademarked names(s) does not imply endorsement by the U.S. Army but is intended only to assist in identification of a specific product.

- Blink Fitness is hosting Facebook® Live session weekdays at 0800 Eastern Standard Times.





# ACTIVITY BOOK

**FUN ACTIVITIES TO HELP YOU DEAL WITH BOREDOM,  
PROMOTE CONNECTION WITH FRIENDS AND FAMILY, LEARN  
TO DEAL WITH STRESS, DEVELOP OPTIMISM, BE A BETTER  
STUDENT, AND GENERATE OVERALL MORALE & GOOD SPIRIT**

**BROUGHT TO YOU BY THE  
FORT BRAGG R2 PERFORMANCE CENTER**



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# HOW DO I USE THIS BOOK?



## Welcome to the Ready & Resilient Activities Book!

The R2 Performance Center's mission is to help Soldiers, Family Members, and DA Civilians learn mental and emotional skills that will help them meet the Army's mission and allow them to live a resilient life in the process. Our mission is to help you perform better under pressure, to effectively manage life's stressors, and to thrive in your relationships, communities, and personal life.

This activities book was designed to help you build your Readiness and Resilience Skills while you complete your reintegration tasks in a quarantined chalk or are working from home in social distancing practices because of the COVID-19 health protection measures. We recognize that either of these situations pose unique challenges and opportunities. We designed this workbook to help maximize your time by building stronger connections, doing some self-reflection, and keeping busy in fun and productive ways.

There are 2 ways to use this workbook:

- Follow the 10-day Mental Workout of the Day (MWOD) training plan. Each day follows a Warm-Up, Brain Work, Cool-Down format that should take you 10-25 minutes to complete.

### OR

- Look through the Table of Contents and pick activities that seem fun or that focus on an area that you want to work on. You don't need to follow a specific order, just do what you find interesting.

We hope that you find the activities in this workbook fun and engaging. If you are interested in more specific training in any of these areas, please see the resource list on how to reach back and get further support.

There are many opportunities throughout this book to get others involved, so grab a buddy or a family member and let's get started!

**Fort Bragg R2 Performance Center**





# 10-DAY MWOD SCHEDULE

EACH MWOD SHOULD TAKE APPROXIMATELY 10-25  
MINUTES TO COMPLETE

## **MOVE IT!**

If you see this,  
there's an  
added  
challenge to  
get you  
moving!

## **Make it a Competition!**

If you see this,  
there's an added  
opportunity to  
challenge someone!

*Note: The answers to the warm-ups are located on page 15. We challenge you to complete all 10 before checking answers to avoid peeking at the ones you haven't gotten to yet!*



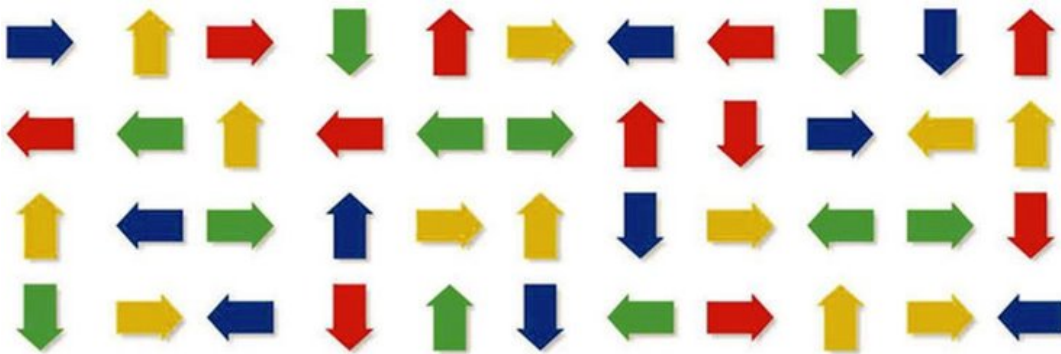
# MWOD – DAY 1



## Step 1: WARM UP

I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I?

## Step 2: BRAIN WORK



*\*Start with top row reading all arrows from left to right, as quick as possible*

Round 1: Call out the color of each arrow

Round 2: Call out the direction of each arrow in less than 30 seconds

Round 3: Call out the **COLOR** of the up/down arrows  
and **DIRECTION** of left/right arrows

Round 4: Call out the direction of each arrow WITH A TWIST:

Direction of red & green arrows turned 90° clockwise

Direction of blue & yellow arrows turned 90° counterclockwise

Move It!  
Before  
each  
round,  
complete  
25 body  
squats

## Step 3: COOL DOWN

- What's your "WHY"?
- What is it that motivates you to keep driving forward when things get tough?



## MWOD – DAY 2



### Step 1: WARM UP

You measure my life in hours, and I serve you by expiring. I'm quick when I'm thin and slow when I'm fat. The wind is my enemy.

### Step 2: BRAIN WORK

Look at the stack of rings for 30sec then close your eyes and recreate the image in your mind. Once you have the image clear in your mind, begin to un-stack the rings one at a time. Once you have unstacked the rings, replace the rings as they were. Repeat stacking and unstacking the rings for 3 reps. Rest and repeat for a second set. If you make an error during the rep, simply restart the rep in your mind. Don't exceed 15 minutes.



#### Move It! After the mental stack:

1st Rep: 25 mountain climbers x 5 sit-ups  
2nd Rep: 20 mountain climbers x 10 sit-ups  
3rd Rep: 15 mountain climbers x 15 sit-ups

Repeat for each set

*This exercise works on the mental skill of Imagery.*

### Step 3: COOL DOWN

What are your top 5 core values that guide the decisions you make and actions you take? List and describe how using the space below.

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



## MWOD – DAY 3



### Step 1: WARM UP

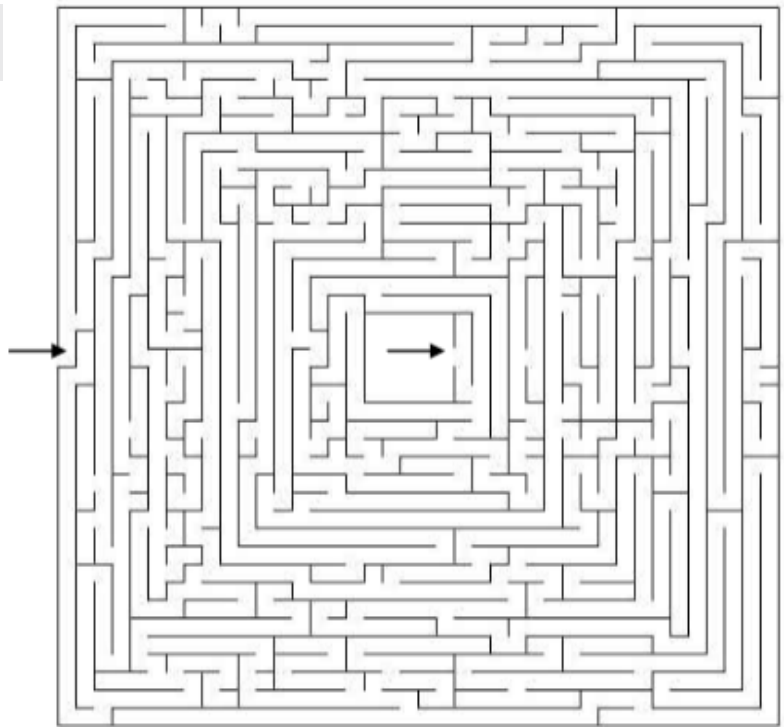
A murderer is condemned to death. He must choose between three rooms: the first is full of raging fires; the second, assassins with loaded guns; and the third, lions who haven't eaten in years. Which room is the safest?

### Step 2: BRAIN WORK

Begin this exercise by starting a timer, complete 10 burpees, then begin the maze. You must make your way through the maze using only your eyes (no pens or finger points), as quick as possible. If you reach a dead end, reset the timer to start a new attempt from the beginning—don't forget to start with burpees.

#### Make it a competition!

Time yourself for each attempt and compete against a partner. Lowest numbers of attempts and quickest time wins!



*This exercise works on the mental skills of Imagery and Attention Control.*

### Step 3: COOL DOWN

Are you letting factors that are out of your control stress you out? Which factors? Get these out of your head and onto paper, then list the factors you can control.



## MWOD – DAY 4



### Step 1: WARM UP

What word in the English language does the following: the first 2 letters signify a male, the first 3 letters signify a female, the first 4 letters signify a great, while the entire word signifies a great woman.

### Step 2: BRAIN WORK

Imagine a single candle with a flame burning in front of you. What the candle is standing on is up to you (a candle holder, a stand, etc.). Beyond that, there is nothing—complete blackness. Your focus is on the flame. It can dance and jump in whatever way that keeps your focus. You can walk around it, lean in to smell it, etc. The challenge is to keep your focus on the flame and not let anything interrupt your attention. If thoughts pop into your head, throw them into the flame. If you cannot clear your mind of the thought(s), stop, rest, and restart this activity.

*This exercise works on the mental skills of Imagery and Attention Control.*



#### Afterwards:

Try balancing on  
1 leg for 30 sec  
with arms  
extended above  
the head and  
eyes closed  
(then switch leg)

### Step 3: COOL DOWN

Think of one person who you would like to communicate better with. How could you improve this? Get specific.



## MWOD – DAY 5

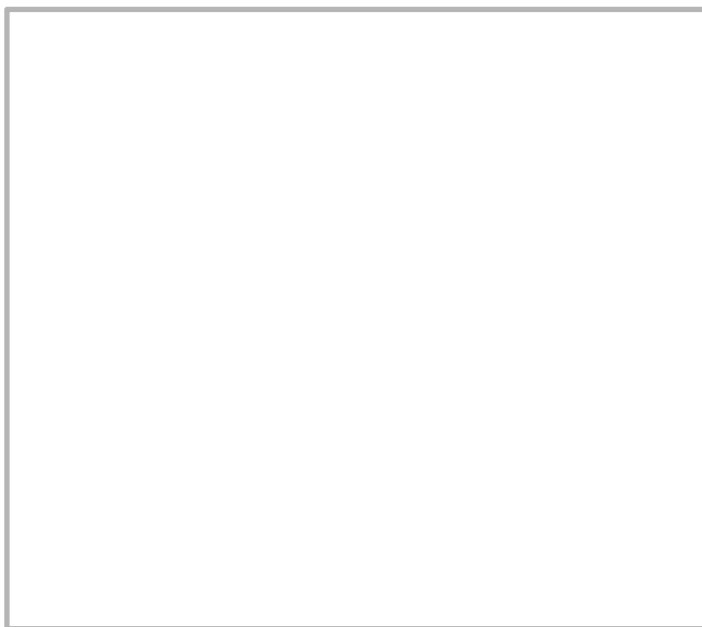


### Step 1: WARM UP

What number is missing? **16, 06, 68, 88, ?, 98**

### Step 2: BRAIN WORK

Without looking, mentally recall an image of a one-dollar bill. Below, draw the front and back sides of the dollar bill in as much detail as possible. Set a timer for 60 seconds for each side. When time is up, check against a real one for correctness.



*This exercise works the mental skills of Imagery, Attention Control, and Memory.*

#### **Make it a competition!**

Challenge a partner to see who has the most accurate drawing.

### Step 3: COOL DOWN

What are your core strengths? What are your weaknesses? How can you work on your weaknesses? How can you leverage your strengths to overcome your weaknesses?





## MWOD – DAY 6



### Step 1: WARM UP

I come from a mine and get surrounded by wood always.  
Everyone uses me. What am I?

### Step 2: BRAIN WORK

Imagine yourself breaking racked pool balls. Once all the balls have stopped moving, begin sinking the balls in order from 1 to 15. Work on creating vivid details during this exercise and controlling the balls including speed, amount of pressure used to hit the ball, etc.



#### **DON'T MOVE!**

Laying on your back, try to relax every muscle for 5 minutes (toes, legs, back, shoulders, hands, face)

*This exercise works on the mental skill of Imagery*

### Step 3: COOL DOWN

What small act of kindness were you once shown that you will never forget?



# MWOD – DAY 7



## Step 1: WARM UP

When you need me, you throw me away. When you're done with me, you bring me back. What am I?

## Step 2: BRAIN WORK

Set a timer for 15 minutes. Start at 1 counting sequentially (don't skip numbers) and for every 10 numbers you cross off, stop and do 10 pushups / burpees / pullups (your choice, but whichever exercise you start with, you must maintain throughout the activity). The goal is to reach the highest number you can in as little time as possible.

### Make it a competition!

Challenge a buddy to race for time!  
(don't forget your reps)

|    |    |    |    |    |    |    |    |     |    |
|----|----|----|----|----|----|----|----|-----|----|
| 10 | 99 | 43 | 71 | 9  | 76 | 61 | 23 | 96  | 90 |
| 93 | 21 | 97 | 37 | 86 | 17 | 56 | 4  | 66  | 85 |
| 89 | 8  | 58 | 80 | 49 | 52 | 29 | 42 | 72  | 19 |
| 15 | 28 | 54 | 38 | 77 | 95 | 34 | 84 | 13  | 26 |
| 50 | 92 | 70 | 1  | 24 | 30 | 87 | 59 | 100 | 44 |
| 64 | 45 | 82 | 63 | 91 | 2  | 12 | 68 | 53  | 33 |
| 75 | 67 | 39 | 27 | 88 | 14 | 83 | 47 | 98  | 62 |
| 36 | 3  | 31 | 18 | 60 | 35 | 5  | 78 | 11  | 25 |
| 81 | 57 | 40 | 73 | 48 | 51 | 65 | 41 | 20  | 94 |
| 46 | 22 | 7  | 79 | 16 | 32 | 6  | 69 | 74  | 55 |

*This exercise works on the mental skills of Attention Control and Energy Management.*

## Step 3: COOL DOWN

Pick 3 people. If each one of them described you, what would they all say? Would their descriptions be similar, or far different? Why?



## Step 1: WARM UP

I stay in the corner, but I travel around the world. What am I?

## Step 2: BRAIN WORK



Set a timer to 2 minutes and try to find all **12 differences** as quickly as possible, without any interruptions.

**Make it a Competition!**  
Record times for how long it takes each of you to find all 12 differences. Quickest time wins!

*This exercise works on the mental skill of Attention Control.*

## Step 3: COOL DOWN

How do you handle conflict? Does your typical method or solution help or harm you (short term, long term, relationships, outcomes)?



# MWOD – DAY 9



## Step 1: WARM UP

What rock group has 4 men that don't sing?

## Step 2: BRAIN WORK

### Round 1:

Using a stopwatch, time how quickly you can accurately call out the words.

### Round 2:

Using a stopwatch, time how quickly you can accurately call out the colors that the words are written in.

|        |        |        |        |
|--------|--------|--------|--------|
| yellow | blue   | green  | blue   |
| yellow | red    | blue   | red    |
| green  | red    | yellow | yellow |
| blue   | yellow | yellow | green  |
| blue   | green  | green  | red    |
| blue   | red    | blue   | yellow |

### Make it a competition!

Partner 1 begins at the bottom left and recites colors bottom-to-top, ending at the top right.

Partner 2 begins at the bottom right and recites colors bottom-to-top, ending at the top left.

*This exercise works on the mental skill of Attention Control.*

## Step 3: COOL DOWN

What is something you'd love to learn?



## MWOD – DAY 10



### Step 1: WARM UP

Two girls order iced tea. One girl drank them very fast and had 5 by the time the other finished 1. The girl who drank 1 died, while the other survived. All the drinks were poisoned. How did the girl who drank the most survive?

### Step 2: BRAIN WORK

Cover the questions below and study the image to the right for 2 minutes **BEFORE** moving on. After 2 minutes, cover the picture and continue with the questions below.

State the location (row/column):

1. Where is Indiana Jones?
2. Where is Robin Hood?
3. Where is the Magician?
4. Where is the Caveman?
5. Where is the Ninja?

Answer these questions about details:

1. How many were wearing green?
2. How many had a weapon?
3. How many had headgear on?
4. How many were in moving positions?
5. What written code did the Mechanic have?



*This exercise works on the mental skill of imagery and memory*

### Step 3: COOL DOWN

What are your 5-year goals? What steps are you taking now, or will take, to achieve them?



# MWOD WARM UP ANSWERS (DON'T PEEK!)



**Day 1:** An Echo

**Day 2:** A Candle

**Day 3:** The Lion Room

**Day 4:** Heroine

**Day 5:** 78 (*upside down the numbers are in order from 86-91*)

**Day 6:** Pencil Lead

**Day 7:** An Anchor

**Day 8:** A Postage Stamp

**Day 9:** Mount Rushmore

**Day 10:** The poison was in the ice





# BUST YOUR BOREDOM!



GAMES TO GET YOUR BRAIN WORKING



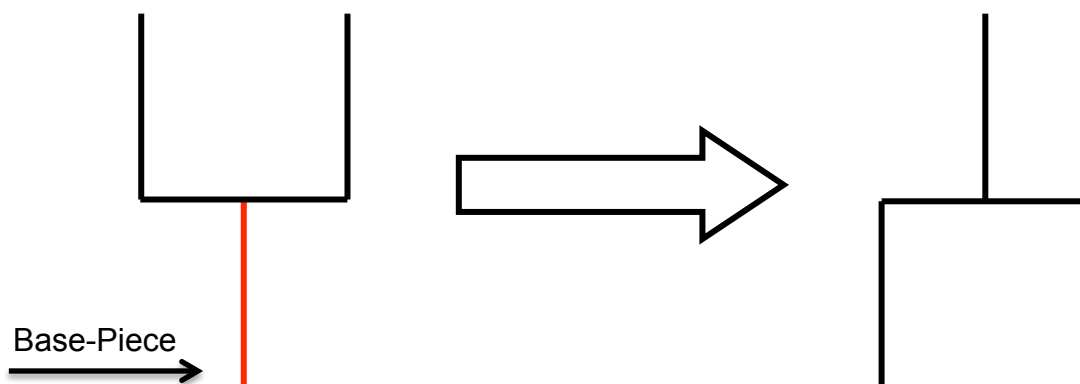
# BUST YOUR BOREDOM: SHAPE SHIFTER



*You may use pencils, straws, or silverware for these activities.*

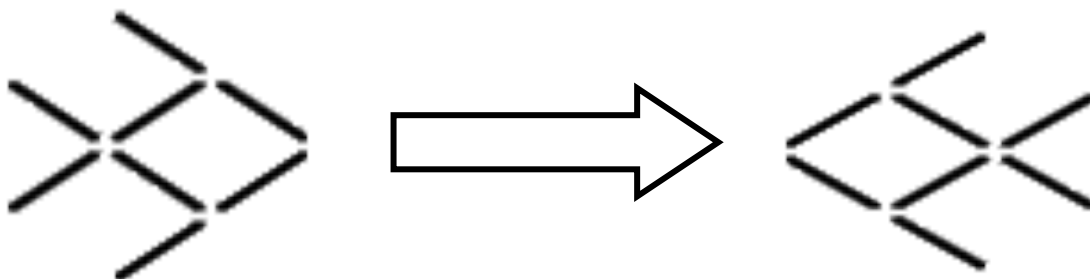
## Goal Post Move

**Instructions:** Using 4 straws create the “goal-post” configuration; invert the “goal-post” without moving the Base-Piece, using only 2 moves. Any attempt that is is not correct will result in **15 burpees**.



## Swimming Fish

**Instructions:** Using 8 straws create the “fish figure” and point the fish in the other direction by moving only 3 straws. Any attempt that is not correct will result in **20 burpees**.





# BUST YOUR BOREDOM: AMPED UP MEMORY MATCH



**Instructions:** You need a minimum of 2 people for this game. Find as many memory matches as possible. You may use monopoly cards, playing cards, Uno cards, unit patches, etc. to create memory match pairs.

- Each person will pick an opponent to compete against.
- Players must remain in a high plank or low plank stance throughout the game.
- Opposing players will take turns flipping over 2 cards with the goal of finding a match. If the 2 cards don't match, flip them back over, return to a plank position and wait until your next turn.
- When it is your turn you must complete either 5 pushups or 5 sit-ups prior to flipping over cards. If you forget to do the exercise before touching the cards, and your opponent calls you on it, you must stop and complete 5 burpees.
- You may not start your exercise until your opponent has finished their turn.
- If you find a matching pair, you may take another turn without completing any additional exercise.



# BUST YOUR BOREDOM: NUMBER GRID



**Instructions:** Set a timer for 2 minutes and find as many numbers as possible. Start at "00" and work your way up sequentially, do not skip any numbers.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 71 | 91 | 63 | 79 | 31 | 01 | 92 | 21 | 43 | 69 |
| 12 | 80 | 65 | 74 | 36 | 84 | 54 | 89 | 52 | 11 |
| 73 | 93 | 90 | 81 | 33 | 03 | 44 | 23 | 45 | 68 |
| 04 | 34 | 67 | 70 | 22 | 48 | 56 | 02 | 32 | 13 |
| 75 | 95 | 46 | 83 | 35 | 05 | 82 | 25 | 47 | 57 |
| 94 | 06 | 98 | 24 | 14 | 64 | 58 | 53 | 72 | 15 |
| 77 | 97 | 26 | 85 | 37 | 07 | 16 | 27 | 49 | 61 |
| 28 | 50 | 00 | 30 | 20 | 62 | 60 | 55 | 66 | 17 |
| 10 | 40 | 59 | 87 | 39 | 09 | 96 | 29 | 51 | 41 |
| 08 | 18 | 42 | 38 | 76 | 99 | 88 | 78 | 86 | 19 |

## Variations:

- Start at "67" and find numbers in decreasing sequence
- Find all multiples of 7
- Start at "23" and find numbers increasing by 4, in sequence
- Complete with a team or partner switching every number or every 30 seconds

\*There are additional grids on the next few pages



## BUST YOUR BOREDOM: ADDITIONAL NUMBER GRIDS

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 96 | 38 | 40 | 58 | 04 | 67 | 24 | 54 | 17 | 29 |
| 66 | 82 | 61 | 22 | 13 | 14 | 11 | 20 | 92 | 78 |
| 50 | 02 | 74 | 05 | 12 | 01 | 49 | 64 | 34 | 25 |
| 03 | 43 | 07 | 33 | 53 | 19 | 95 | 68 | 21 | 88 |
| 15 | 80 | 86 | 94 | 44 | 16 | 71 | 93 | 99 | 28 |
| 69 | 72 | 90 | 09 | 56 | 98 | 87 | 27 | 45 | 46 |
| 42 | 52 | 23 | 10 | 36 | 81 | 65 | 30 | 35 | 75 |
| 85 | 51 | 26 | 00 | 47 | 18 | 76 | 48 | 83 | 31 |
| 60 | 77 | 41 | 91 | 59 | 84 | 55 | 39 | 37 | 97 |
| 62 | 06 | 70 | 57 | 32 | 79 | 08 | 63 | 89 | 73 |



## BUST YOUR BOREDOM: ADDITIONAL NUMBER GRIDS

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 38 | 30 | 08 | 47 | 29 | 11 | 58 | 24 | 99 | 73 |
| 25 | 68 | 92 | 20 | 84 | 18 | 91 | 48 | 26 | 21 |
| 09 | 44 | 82 | 71 | 83 | 75 | 98 | 04 | 32 | 74 |
| 76 | 95 | 14 | 60 | 90 | 65 | 02 | 49 | 50 | 57 |
| 28 | 86 | 10 | 41 | 53 | 37 | 85 | 15 | 00 | 70 |
| 35 | 39 | 79 | 34 | 43 | 69 | 89 | 55 | 31 | 05 |
| 52 | 16 | 22 | 80 | 40 | 56 | 03 | 88 | 36 | 64 |
| 81 | 45 | 97 | 07 | 23 | 63 | 33 | 46 | 42 | 17 |
| 01 | 67 | 94 | 61 | 87 | 27 | 62 | 12 | 72 | 19 |
| 96 | 13 | 77 | 54 | 93 | 78 | 06 | 59 | 51 | 66 |





# BUST YOUR BOREDOM: TOWER OF HANOI



**Instructions:** With a tower of discs starting at one of three spaces or rods, move all discs to one of the other two spaces.

- Only one disc may move at a time
- At no time may a larger disc sit on top of a smaller disc

**Note:** This activity is traditionally done with wooden discs with a hole at the center to sit on top of a rod, but you can make your own by cutting out different sized circles of paper stacked on top of each other in descending size order. The board can be made by dividing a piece of paper into three sections. This can be done with as few as three discs, but the more discs, the more difficult the solution.





# **LIMIT YOUR LONELINESS**



GAMES AND ACTIVITIES TO HELP YOU CONNECT  
WITH OTHERS



# LIMIT YOUR LONELINESS: IMPROV GAMES



*Find a buddy and play.*

1. **Questions:** Speak only in the form of a question. Try to have a conversation using only questions. Whoever messes up first loses.
2. **Random Phrase:** During a meal while sitting with others, have everyone write down a random phrase (ex: "I wish pencils came in other colors...yellow makes me nervous") and put it in their pocket. The goal is to try to embed the phrase into normal conversation. If no one calls you on using "your phrase" you win. Everyone else at the table should also be trying to embed their phrase and not getting caught. At the end of the meal everyone should show their pieces of paper with the phrase to prove they said it.
3. **Tell a Story:** You need at least 3 people to play. Together you all are going to tell a cohesive story. Sitting in a circle or taking turns on a video call each person adds to the story ONE word at a time. By listening carefully and being playful you start to build sentences and eventually a story. The game ends when your story comes to a conclusion. (For your later enjoyment have someone write the story down as it builds.)
4. **Snapshots:** This game can be done over video calls or in person. Have one person be the designated moderator. Before starting everyone should compile a list of movies and/or tv shows that most of the group has seen. If you are co-located with multiple people, split into teams of 3-4. If you are doing this via facetime/skype, each "household" can participate as a team. Once the list is compiled the moderator will pick a movie/show at random. Using only your bodies each team has 1 min to create a "snapshot" of a scene from the movie/show. The moderator gets to decide who created the best scene. That team gets a point. Feel free to rotate the moderator.
5. **Dub a foreign film:** (Ideal for 4 people, can be done via facetime/skype if there are at least 2 people at one location) Two participants will play the role of foreigners in a film. In a scene where they pretend to have a conversation with one another, these players will speak gibberish and act with exaggerated expressions and hand movements. The other 2 players will dub the scene with lines that they feel would most appropriately fit the first two player's acting.
  - You could also just do this with real foreign films. Turn off the captions and have a blast! Assign each specific character to a family member and have them provide all official dialogue for that character.



# LIMIT YOUR LONELINESS: TEAM BUILDING GAMES



*These games can be played with minimal equipment. (refer to Connect with Kids section for additional games to play with kids)*

- 1. Two degrees of separation:** The goal of this conversation is to find out what you have in common with someone 2 layers deep. For example- "we both live in Florida and turns out our cousins go to the same HS." If you are playing with family try not to use anything obvious like "we both have the last name \_\_\_\_ and we live at Fort Bragg." The goal is to really talk with people and discover more about them beyond the obvious.
- 2. The floor is lava! (just like when you were a kid):** Pick out two locations in your home/living quarters; one place is the start, one is the finish. Collect random items and objects from around your home/living quarters (these should be durable things that can be stepped on, dropped, used to hold on to, etc.). You need 1 less object than number of players (i.e., if 4 people are playing you need 3 objects). Objects may be placed in the LAVA as "safe zones" but can be used in any way to help you move. The goal of the game is to make it from the start point to the finish without any part of any player's body coming into contact with the floor/ground aka LAVA (parents: feel free to decide how furniture is used in the game).
- 3. Gratitude Jar:** Start a gratitude jar! Cut up small pieces of colorful paper and keep them nearby your jar with pens or markers. Throughout the day take a moment to stop and jot down something you're thankful for. At the end of the day or week read them out loud with your family/friends. You could also post a whiteboard or keep a journal full of the things you're grateful for, small and large. Or try scheduling a certain time each day where everyone shares something good. Get the family, kids, or roommates involved. Challenge everyone to write at least one thing per day that involves another person. Make sure you ask some reflection questions about each other's good news. For example:
  1. What does this Good Stuff mean to you?
  2. How can you get more of this Good Stuff?
  3. Why is this Good Stuff for you? (not in a judgmental tone!)



*\*You can also get on the Fort Bragg R2 Performance Center Facebook page and share what you're grateful for on Hunt the Good Stuff Thursday.*  
<https://www.facebook.com/fortbraggr2pc/>



# LIMIT YOUR LONELINESS: TEAM BUILDING GAMES (CONT.)



**1. Pictionary/Charades Tournament:** Divide into two teams. Each team writes down as many words or phrases (list of examples below) as they can think of for the other team to draw (Pictionary) or act out (Charades). Each word or phrase should be put on an individual piece of paper and then put into a hat, bowl, or pile. Pick a team to go first. One person on the team will draw a word from the pile made by the opposing team. They will then have 2 minutes (or any agreed upon time limit) to draw or act out the word or phrase until their team guesses correctly. If the team guesses correctly within the time limit, that team may keep going. If they are unable to correctly guess, their turn is over, and it is the other team's turn. A different player must draw each round. Go back and forth until there are no more words/phrases. Each word or phrase is worth one point; teams only get a point by correctly guessing the word/phrase; the team with the most points win.

- |              |                  |
|--------------|------------------|
| • Babysitter | • Clock          |
| • School bus | • Ice cream cone |
| • Inch       | • Inchworm       |
| • Fur        | • Bell           |
| • Wallet     | • Football       |
| • Hairbrush  | • Mitten         |
| • Key        | • Bathroom       |
| • Popsicle   | • Jellyfish      |
| • Eyes       | • Carrot         |
| • Ant        |                  |



**2. Pictionary with a twist:** As a group DRAW a bunch of items, simple actions, places and put them into a hat (similar to above). One person will be the communicator everyone else will attempt to draw what you are describing. The communicator will pick a picture out of a hat and then start describing HOW ("make a line here") to draw it to everyone. DO NOT tell them what the picture is (it's a Bunny). Once the communicator is done everyone will show and compare their drawings and try to guess the name of the object/place/action. Whomever originally drew the picture can finally tell everyone what they were drawing.



# LIMIT YOUR LONELINESS: ACTIVE CONSTRUCTIVE RESPONDING

|         | Constructive   | Destructive   |
|---------|--|---|
| Active  | <ul style="list-style-type: none"><li>• <b>Authentic interest</b></li><li>• <b>Elaborates the experience</b></li></ul> | <ul style="list-style-type: none"><li>• Squashing the event</li><li>• Negative focus</li></ul>                            |
| Passive | <ul style="list-style-type: none"><li>• Distracted, understated support</li><li>• Conversation fizzles out</li></ul>   | <ul style="list-style-type: none"><li>• Ignoring the event</li><li>• Changing the conversation to another topic</li></ul> |

How you choose to respond when others tell you about their good news (like during the Gratitude Jar activity) is just as important as how you respond when they are sharing something negative or difficult.

Active Constructive Responding (ACR) is a skill specifically designed to be used when someone comes to you to share his/her good news. Using this responding style is a way to authentically show interest in the person and elaborate the experience.

- This often looks like asking the person questions about the news or good thing they have shared. Any of the other styles of responding (shown in the chart above) have been proven to break down relationships. ACR is the only one that builds relationships.

Try it out! Grab a friend, your significant other or kid and have them tell you something good about their day or something in the future they are looking forward to, then actively constructively respond to what they tell you.

Make it a game: Tell others about the skill and then take turns telling each other increasingly difficult to respond to good news. Whoever doesn't ACR effectively first, loses! In real life when one partner shares something that the other person has no interest in, has opposing views of, or does not have any knowledge of, it can make it really difficult to ACR. So, get some practice in now!



# LIMIT YOUR LONELINESS: CHARACTER STRENGTHS DISCUSSION



- **Appreciation of excellence and beauty** [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience
- **Bravery and valor**: *Not* shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it
- **Capacity to love and be loved**: Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people
- **Caution, prudence, and discretion**: Being careful about one's choices; *not* taking undue risks; *not* saying or doing things that might later be regretted
- **Citizenship, teamwork, loyalty** [social responsibility]: Working well as a member of a group or team; being loyal to the group; doing one's share
- **Creativity, originality, ingenuity**: Thinking of novel and productive ways to do things; includes artistic achievement but is not limited to it
- **Curiosity and interest in the world** [novelty-seeking, openness to experience]: Taking an interest in all of ongoing experience; finding all subjects and topics fascinating; exploring and discovering
- **Fairness, equity, and justice**: Treating all people the same according to notions of fairness and justice; *not* letting personal feelings bias decisions about others; giving everyone a fair chance
- **Forgiveness and mercy**: Forgiving those who have done wrong; giving people a second chance; *not* being vengeful
- **Gratitude**: Being aware of and thankful for the good things that happen; taking time to express thanks
- **Honesty, authenticity, and genuineness**: Speaking the truth but more broadly presenting oneself in a genuine way; being without pretense; taking responsibility for one's feelings and actions
- **Hope, optimism, and future-mindedness** [future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about
- **Humor and playfulness**: Liking to laugh and joke; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes
- **Industry, diligence, and perseverance**: Finishing what one starts; persisting in a course of action in spite of obstacles; "getting it out the door"; taking pleasure in completing tasks
- **Judgment, critical thinking, and open-mindedness**: Thinking things through and examining them from all sides; *not* jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly
- **Kindness and generosity** [nurturance, care, compassion, altruistic love, "niceness"]: Doing favors and good deeds for others; helping them; taking care of them
- **Leadership**: Encouraging a group of which one is a member to get things done and at the same time maintaining good relations within the group; organizing group activities and seeing that they happen
- **Love of learning**: Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally. Obviously related to the strength of curiosity but goes beyond it to describe the tendency to add *systematically* to what one knows

(continued)





# LIMIT YOUR LONELINESS: CHARACTER STRENGTHS DISCUSSION



- **Modesty and humility:** Letting one's accomplishments speak for themselves; *not* seeking the spotlight; *not* regarding oneself as more special than one is
- **Perspective** [wisdom]: Being able to provide wise counsel to others; having ways of looking at the world that makes sense to oneself and to other people
- **Self-control and self-regulation:** Regulating what one feels and does; being disciplined; controlling one's appetites and emotions
- **Social intelligence** [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit in to different social situations; knowing what makes other people tick
- **Spirituality, sense of purpose, and faith:** Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort
- **Zest, enthusiasm, and energy** [vitality, vigor]: Approaching life with excitement and energy; not doing things halfway or halfheartedly, living life as an adventure, feeling alive and activated

## LET'S TACO 'BOUT IT...

Use the list of character strengths on the previous page to strike up a debate with others

1. What are your top 5 strengths and how can you use them to stay resilient during this time?
2. What are your weakness from this list? How could you use this time to deliberately work on them?
3. If you could create a dating app based on people's signature character strengths (4-6 character strengths when used you feel true to yourself, energized, internally motivated)
  - Which strengths would match most often with each other?
  - Which signature strengths would you pick for your partner to have?
  - Of the people using this dating app in the area in which you live (e.g. the Fayetteville area), which character strengths do you think MOST people would have?
4. If you could only pick one character strength out of each pairing, would you rather have:
  - Bravery or Judgment
  - Humor or Social intelligence
  - Zest or Curiosity
  - Fairness or Honesty
  - Creativity or Perseverance
5. Pick several celebrities and/or characters and identify what their signature character strengths are. What might be their lesser strengths?





# HACK YOUR STUDY TIME



LET'S LEARN ABOUT LEARNING!



# HACK YOUR STUDY TIME: MINDSET MATTERS



## How much do you agree or disagree with the following statements?

- No matter how much intelligence you have, you can always improve.
- Success is the only way to learn. There are no lessons in failure.
- Those who are born with natural talent don't need to put in effort to get better.
- I find value in challenging situations.

These statements are reflective of either a growth or a fixed mindset. Your mindset on intelligence is shaped by how you view challenges, obstacles, effort, criticism, and the success of others. A *fixed mindset* limits learning potential. A *growth mindset* provides an opportunity for higher levels of achievement. Can you guess what type of mindset each statement reflects?

**Mindset is learned.** The first step to enhancing your mindset is to know where you stand! Consider your current thoughts and beliefs on your intelligence and learning. Take a moment to "check" where your mindset is.

### Fixed Mindset

- Avoid challenges
- Give up easily in the face of setbacks
- See effort as useless
- Ignore useful criticism
- Feel threatened by the success of others

### Growth Mindset

- Embrace challenges
- Persist in the face of setbacks
- See efforts as a path to mastery
- Learn from criticism
- Feel lessons and inspiration in the success of others

### Did you know...

*Mindset is not static. It varies by individual and context. For example, SGT Strong may have a growth mindset about running abilities and a fixed mindset when it comes to public speaking. How might this impact SGT Strong's efforts?*

Intelligence and memory can be expanded (barring physical disability). In fact, students who believe intelligence can be developed outperform those who do not. If you find yourself gravitating towards a fixed mindset on intelligence, it's time to challenge those thoughts and beliefs. If you align with a growth mindset, fantastic. Take a moment to identify your productive behaviors and reflect on how they help you achieve and sustain mastery. *Mindset matters!*



# HACK YOUR STUDY TIME: MAXIMIZE MEMORY



**Quick!** (1) List everything you ate last Wednesday. (2) List every capital in the United States. (3) Sing the third chorus of the Army Song.

Odds are, if you didn't put an effort into learning this information it might be difficult to retrieve. We all know someone who's thought, "I swear I know this!" while being tested. Despite our efforts in studying, it can be challenging to recall information. Memory is a process. Most of what you learn goes into short term memory. If it's not rehearsed or used, the memory fades. To move essential information into long term memory, you must rehearse and connect it to existing information. Rehearsal includes deliberately testing yourself on the material. Connecting new material to existing information includes emotional and cognitive tags: Does this new information elicit feelings from other memories? Does this new material relate to something I already know? Bottom line, putting forth **smart effort** and **utilizing different types of learning** will aid in maximizing memory!

Consider your current study habits. Do you put in smart effort, dumb effort, or both?

## Smart Effort



- Asking for help when needed
- Joining a study or accountability group
- Applying a range of learning strategies
- Strategically self-testing new material
- Attending all classes
- Viewing all videos and resources
- Participating in discussions
- Scheduling and monitoring progress

## Dumb Effort



- Pushing through when there are more effective or faster alternatives
- Not taking breaks
- Disregarding the benefits of strategizing and planning
- Last minute cramming

**Answer the following:**

(1) How do you already practice smart effort?

(2) Are there ways you can put forth *smarter* effort?

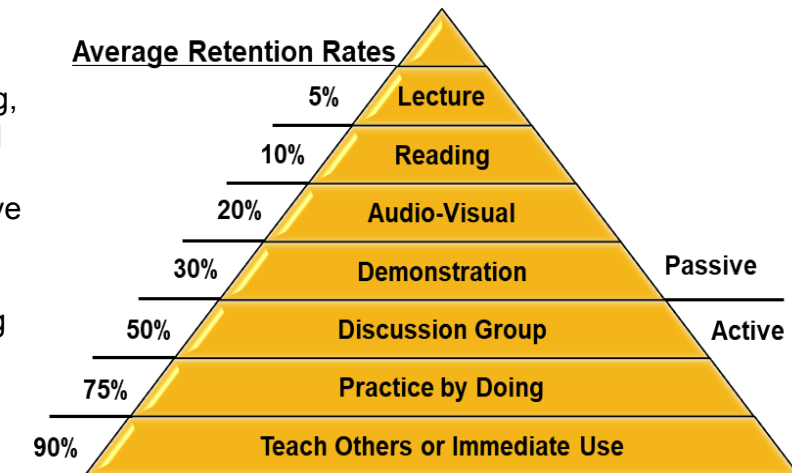


# HACK YOUR STUDY TIME: MAXIMIZE MEMORY



## The Learning Pyramid:

To utilize different types of learning, we can use The Learning Pyramid to spark ideas. It illustrates that passive tasks like reading have a lower retention rate than active tasks that require more effort and interaction with the material. Using a variety of tasks in your studies will help connect the target information in new ways, enhancing the memory process.



Spice up your studying! Check the methods that interest you and plan to incorporate them into your future study sessions:

- ☐ **Mnemonics:** Please Excuse My Dear Aunt Sally? PEMDAS is a mnemonic that helps us remember the order of operations in math (parenthesis, exponents, multiplication, division, addition, subtraction). Does, Be My Little General ring a bell? Using such a pattern of letters, ideas, or associations is a mnemonic and can help aid memory.
- ☐ **Flashcards:** Not only are you reading, writing, and seeing the information when you use flashcards, you can use them to quiz yourself. Write test questions on one side and complete answers on the other. Consider taking your time creating flashcards and using different colors for different topics. Provide yourself with additional rehearsal reps by quizzing yourself by category and at random.
- ☐ **Voice Recordings:** Use technology! Record yourself reading notes to listen to when you are doing chores, errands, or commuting. Consider stating review questions, providing silence in your recording so *future* you can answer when you listen to the recording. Be sure to include the correct answers for immediate feedback.
- ☐ **Teach Others:** Teaching others forces you to be on your game! You can explain a single concept or prepare a mini-lesson for others. Your "students" may challenge you with questions that increases mental connections and enhances your depth of knowledge.
- ☐ **Self-Testing:** Simply reading and reviewing information can provide a sense of knowing the material when we really don't! We can overcome this false sense of confidence by forcing ourselves to recall information through self-testing. In addition to flashcards or voice recordings, you can create and take mock tests or have others quiz you.
- ☐ **Sleep:** Wait, what? Yes, sleep! Sleep is essential. For the average person, 7-9 hours of sleep will help recharge the brain and organize knowledge. Incorporate this in your plan.
- ☐ **Other:** This list isn't exhaustive. What are your ideas for utilizing multiple types of learning?



# HACK YOUR STUDY TIME: STUDY SESSION TIPS AND TRICKS

A **growth mindset**, **smart effort**, and **deliberate learning strategies** will optimize learning outcomes. As you explore different strategies, consider the following tips and tricks to enhance your excellence.



**Challenge yourself:** It will take effort and determination to incorporate new strategies into your study sessions. As you discover which study hacks work best for you, develop that hack into a habit!



# TAKE A TRIP WITH IMAGERY



TAKE A TRIP – WITHOUT ANY TRAVEL – WITH IMAGERY





# TAKE A TRIP WITH IMAGERY: THE BASICS



## What is Imagery?

Imagery is using one's senses to create or recreate an experience in one's mind. Imagery is a polysensory experience – meaning it should use all *relevant* senses: vision, hearing, smell, taste, touch, and kinesthetic awareness (feel of where the body is as it moves in different positions, “the feel of it”). The more realistic of an image you create inside your mind, the more effective it will be at influencing your physiological state.

## How Does It Work?

Our minds and bodies are connected – meaning that what we think affects how we feel, and what we feel can affect how we think. Imagery - when used correctly - helps to strengthen that mind-body connection in a positive way. Imagery can also help you create a mental blueprint of what a task might look like, how it may feel, and the thoughts and emotions you may experience during it.

## How Do I Use It?

Imagery can be used for a variety of purposes, including increasing confidence, creating a heightened performance, preparing oneself for a given situation, or facilitating relaxation. The scripts in this book are focused on the last application – however if you are interested in imagery as it relates to performance, seek out the R2 Performance Center through the "Resources" section at the end of this book!

## Get the Most Out of Your Practice:

There are a few aspects of imagery that can help you improve the effectiveness of your practice. Let's explore what those are below and get some practice on the next pages.

### Vividness

- How clearly you see the image
- Engages the senses

### Controllability

- Ability to imagine exactly what you intend to
- Ability to manipulate or control the image

### Perspective

- Internal – Looking through your own eyes
- External – Watching from outside your own body



# TAKE A TRIP WITH IMAGERY: LET'S TAKE A TRIP!



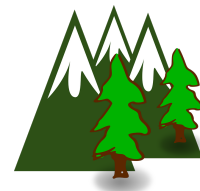
*How to Read: You may choose to read this script to yourself, have someone read this script to you, or perhaps you choose to record yourself reading this script and play it back. Choose whichever is best for you. Take your time reading the script. Please note the scheduled pauses throughout the script – these are designed to allow the listener time to image what the reader is describing. Practice your imagery in a comfortable space, preferably at first with little to no noise distractions to increase ability to focus.*

## **To the Beach (10-15 minutes):**

Imagine you are walking toward the ocean, on your favorite beach. It could be a beach that you have visited before, or even one that you've only seen pictures of. As various beaches flash before your mind, settle on one. *(Pause)*. You can hear the waves up ahead, and you can smell the familiar scent of ocean spray as you get closer to the shoreline. *(Pause)*. The air is salty and warm. You feel a pleasant, cool breeze touch your skin. *(Pause)*. You walk along a familiar path, the soft sand beneath you giving way to your step. You pause for a moment, taking note of the cool sand between your toes. *(Pause)*. You look forward and see the ocean, a brilliant aqua color, ebbing and flowing as the waves crash onto the shore. *(Pause)*. The beach is wide and long, stretching on for miles. *(Pause)*. You continue to get closer and closer to the shoreline, until eventually you feel it – the cool, refreshing salt water as it kisses your skin, enveloping your feet and ankles. With the water comes a wave of relaxation. *(Pause)*. You take a moment, standing in the water, to sync your breathing with the waves. A deep inhale as the waves approach you, a long exhale as the water recedes, taking with it any worry, anxiety, or tension you might have been carrying. *(Pause)*. Inhale with the water...exhale with the water...you find enjoyment and comfort in the steady, ever-repeating rhythm of the waves. *(Pause)*. With each crashing wave, each inhale and exhale, you feel yourself sinking slightly deeper into the sand, more and more relaxed. Spend a few moments here, enjoying the feeling of the water on your skin, the sun on your face, the salt in the air, and the peace it brings you. *(Pause)*. You look down into the water and notice a small, white object glistening in the sand – a seashell. *(Pause)*. You feel the water engulf your hand as you reach down to pick up the seashell. *(Pause)*. You notice its weight as it rests gently in the palm of your hand. Your fingers run over its surface, making note of the grooves and small grains of sand still clinging to it. *(Pause)*. You tuck this seashell in your pocket and carry it with you – a reminder of the relaxation this trip to the beach has brought you. *(Pause)*. You take three slow, deep breaths on your own, preparing to return to your day. On your final breath, and with the shell still tucked in your pocket, you gently open your eyes, stretch your muscles, and become fully alert, refreshed, and filled with a calm energy.



## TAKE A TRIP WITH IMAGERY: LET'S TAKE A TRIP!



**To the Mountains (10-15 minutes):** *(See note on previous page for guidance on reading)*

Imagine yourself walking on a path through a forest. The path is soft beneath your shoes, a mixture of soil, fallen leaves, pine needles, and moss. You notice the noises accompanying your steps – sometimes you hear the crunch of the leaves, other times your gait is silent as it falls on the green moss. *(Pause)*. With each step you take, you travel further down the path and deeper into the forest. With each step, you find solace. *(Pause)*. You pause along the path to take note of the trees that tower around you. A marvelous blend of Oak, Pine, and Maple trees. *(Pause)*. You feel a light breeze brush your skin, and with it comes the faint scent of fresh mountain pine. The air is cool, calming, revitalizing, as it fills your nasal cavity and travels to the deepest parts of your lungs. You spend a few moments here, breathing in the mountain air. *(Pause)*. As you continue your journey down this mountain path, you notice the sun's rays filtering through the trees, casting a warm, orange glow on the path before you. *(Pause)*. As the breeze rustles the leaves on the trees, you watch the sunlight dance with the shadows it creates. *(Pause)*. In the distance, you hear the babbling of a nearby stream. You follow the noise a short distance ahead, until you see a small mountain stream flowing parallel to the path. You walk toward the stream. *(Pause)*. Stepping-stones make an easy path across the stream, toward the base of the mountain. You step on each large, flat stone to easily cross the shallow stream. *(Pause)*. Up ahead is a large, smooth rock – shaped like a chair that's waiting for you to rest. The rock is placed perfectly, high up on this beautiful vantage point. You sit on the rock, and you feel very comfortable and at ease. *(Pause)*. The sun breaks through the leaves above you and warms your skin. *(Pause)*. You watch as the light glints off the trickling water in front of you. *(Pause)*. Beneath the surface of the water swims a small fish. You follow it as it swims through the crystal-clear water and out of sight. *(Pause)*. As you rest, you begin to tune in to the sounds that surround you – the melodies chirped by the birds high in the trees, the buzz of a bee as it comes to rest on a beautiful wildflower a few feet from where you sit, the gentle sound of the water navigating around rocks and tree branches, the faint sound of a squirrel scurrying up the bark of a nearby Oak tree. *(Pause)*. As you continue to breathe in the clean, fresh air, you begin to feel so relaxed. *(Pause)*. You feel your body become very warm, and very heavy, sinking deeper into its posture with each breath. You lay back, stretching across the rock, taking up space in this peaceful place. *(Pause)*. Above you, beyond the green of the leaves, a vast, blue sky spans. The occasional tuft of cloud drifts by. *(Pause)*. With each passing moment, the feeling of relaxation deepens. You feel calm. Peaceful. At one with the beauty around you. *(Pause)*. Savoring this moment, you take three slow, deep breaths on your own, preparing to return to your day. On your final breath, with the feeling of relaxation and peace still with you, you gently open your eyes, stretch your muscles, and become fully alert, refreshed, and filled with a calm energy.



# TAKE A TRIP WITH IMAGERY: IMAGERY QUESTIONS



**What were your initial thoughts after using imagery?**

**On a scale of 1-10, how effective were you at controlling the image? What was easy/hard to control?**

**On a scale of 1-10, how vivid was the image you created? Which senses were easier/harder to engage?**

**Which perspective did you favor – internal or external?**



# TAKE A TRIP WITH IMAGERY: IMAGERY QUESTIONS



How often did your mind wander during the script and what strategies did you use to bring it back?

Where can you see imagery being a useful tool for you to utilize?

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## YOUR IDEAL GETAWAY:

Use the space below to help you brainstorm the sensory information you would experience in your ideal getaway. Make sure this information is true to your getaway location. Then plug this information into the blanks on the next page to create your own custom imagery script!

### My Ideal Getaway (location):

Visuals:

Sounds:

Scents:

Emotions:

Actions:

Tastes:

Positive Memory:



# TAKE A TRIP WITH IMAGERY: SCRIPT YOUR GETAWAY



*Directions: After brainstorming your ideal getaway, utilize this outline to develop your very own script.*

Today is the day.

After weeks of anticipation, I'm in a meaningful place I love, \_\_\_\_\_.  
(location)

This is my getaway. My chance to \_\_\_\_\_ and \_\_\_\_\_.  
(action) (emotion)

As I look around my surroundings, I see \_\_\_\_\_.  
(visual)

Slowly, I take a deep breath in. The air is \_\_\_\_\_.  
(scent)

I taste \_\_\_\_\_ on my lips. In the distance, I hear \_\_\_\_\_.  
(taste) (sound)

This moment reminds me of \_\_\_\_\_.  
(positive memory)  
\_\_\_\_\_, filling me with \_\_\_\_\_.  
(positive emotion)

I smile and continue to look around.

I notice the color/s of \_\_\_\_\_. \_\_\_\_\_ and \_\_\_\_\_.  
(noun) (It's/they're) (color) (adjective)

This place is \_\_\_\_\_.  
(adjective)

As I \_\_\_\_\_, I feel my heart beat \_\_\_\_\_ in my chest.  
(sit/stand/walk/bike, etc.) (adverb)

I pause, embracing this moment.

I feel a sense of gratitude as I \_\_\_\_\_.  
(thought)

This is my getaway. I am \_\_\_\_\_. I am \_\_\_\_\_.  
(action) (emotion)



# DECOMPRESS YOUR STRESS



ACTIVITIES DESIGNED TO HELP YOU PROCESS AND  
MANAGE EMOTIONAL RESPONSES AND FACILITATE  
RELAXATION



# DECOMPRESS YOUR STRESS: CONTROL WHAT YOU CAN CONTROL



*Identify what you can and cannot control in a given situation and develop strategies to manage both that involve taking action.*

1. Make a list of all the factors contributing to your stress. **Be as specific as possible!** For example, if "work" is causing you stress, get specific – what exactly about work is stressing you out (i.e. lack of income, higher workload because of social distancing, traveling to work, etc.)? The more specific you are about each factor, the easier it will be to sort them into categories later.
2. Once your list is made, label each stressor as either Important ("I") to you or Unimportant ("U") to you. Note that these labels will be individual to you – what is categorized as important to one person may or may not be important to another.
3. After labeling each stressor as either Important or Unimportant, decide if the stressor is Controllable ("C") or Not Controllable ("N"). Ask yourself if you have any influence over that stressor – is there an action you can take that will alter that stressor for the better?
4. Now that you have labeled each stressor as Important ("I"), Unimportant ("U"), Controllable ("C"), and Not Controllable ("N"), write them in their corresponding boxes below.

|                         | Controllable "C" | Not Controllable "N" |
|-------------------------|------------------|----------------------|
| Important<br>"I"        |                  |                      |
| Un-<br>important<br>"U" |                  |                      |

5. Next, develop a plan to take action towards the stressors you labeled as Controllable – what steps will you take to manage the stressor? Prioritize those that you labeled as Important. Additionally, develop a plan to handle those stressors you labeled Not Controllable – what strategies will you use to accept the stressors over which you have little personal influence? Prioritize those that you labeled as Important. Accepting what you cannot control is oftentimes the most challenging – but remember that your **thoughts, feelings, and actions** are always in your control. If you cannot change the circumstance, change your perception!





# DECOMPRESS YOUR STRESS: FIND CALMNESS WITH DELIBERATE BREATHING



## What is Deliberate Breathing?

Deliberate breathing is a self-regulation technique that includes physical, mental, and emotional components, that – when used together – can produce an immediate and fundamental change in our physiology.



### Components:

- **Physical** – Breathe rhythmically
- **Mental** – Let go of thoughts and clear your mind to focus on your breathing
- **Emotional** – Feel positive emotion (i.e. gratitude, appreciation)

## Ways to Practice:

### Breathing Awareness:

Set a timer for 2-5 minutes. During that time, direct your attention to the pattern of your breathing. When the mind starts to wander, gently bring it back to the rhythm of your breath.

### Breathing to a Cadence:

Set a time for 2-5 minutes. Inhale for a count of 5, then exhale for a count of 5. Repeat this process for the duration of the exercise. If a 5-second cadence is uncomfortable, feel free to try a slightly shorter or longer cadence to find what works best for you.

### Box Breathing:

Like the previous exercise, box breathing involves breathing to a cadence, but with an added pause at the top and bottom of the breath. Set a timer for 2-5 minutes. Start by inhaling for a count of 4, pause for a count of 4, exhale for a count of 4, and pause for a count of 4. Repeat this process for the duration of the exercise. If 4 seconds feels uncomfortable, feel free to try other cadences to find what works best for you.

After practicing Deliberate Breathing, answer the follow-up questions on the next page to gauge its effectiveness!



# DECOMPRESS YOUR STRESS: DELIBERATE BREATHING QUESTIONS



**What was your experience like  
during each exercise?**

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**How successful were you in  
focusing on your breath?**

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**What cadence worked best for you  
while Deliberate Breathing?**

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**When might Deliberate breathing  
be a useful tool for you to use?**

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# DECOMPRESS YOUR STRESS: MINDFULNESS



## Mind Full, or Mindful?



### What is Mindfulness?

Mindfulness is a moment-to-moment awareness created by tuning into the avenues that lead a person to focus on the present moment. These avenues include focusing on the breath, the soundscape, and bodily sensations. Mindfulness is practiced with a kind, gentle approach towards one's thoughts and feelings – meaning one views their current thoughts and feelings through a nonjudgmental lens. Mindfulness can be practiced through guided and non-guided meditations, as well as in-motion throughout daily life.

### Follow the outline below to lead your own guided meditation in 15-20 minutes:

- Start in a comfortable position, seated or laying down, with all limbs uncrossed to encourage proper circulation
- Start with eyes open and a normal rhythm of breath. As your attention settles on your breath, notice the breath become slower, deeper, and even more rhythmic.
- After three steady breaths, let your eyes close softly, and continue to focus on the sensations of your breath – the coolness of the air in your nasal cavity, the rise and fall of the belly as you inhale and exhale.
- When the mind begins to wander, simply acknowledge that it has, and gently guide it back to your breath.
- After a few minutes, direct your attention to the soundscape around you – what can you hear? With a sense of curiosity, do your best just to listen rather than label the sounds you hear.
- After a few minutes, direct your attention to the sensations of your body. Notice its contact points with the ground and itself. Notice the weight of your body distributed throughout those contact points.
- Finally, release the mind to go wherever it pleases. Simply follow it. Retrace its steps, and after three slow, deep breaths, bring your attention back to rejoin the room.



## DECOMPRESS YOUR STRESS: A MINUTE OF MINDFULNESS



The "5-4-3-2-1" game is a common sensory awareness exercise that helps ground you in the present moment by identifying what you can see, hear, feel, smell, and taste. You may find this to be a helpful tool to relax or get through difficult moments. You should feel calmer and more at-ease by the end of the exercise. Repeat the 5 steps multiple times if needed, providing different answers each time if possible.

**List the following:**

5

- Things you can see

4

- Things you can hear

3

- Things you can feel

2

- Things you can smell

1

- Thing you can taste



# DECOMPRESS YOUR STRESS: MINDFUL JOURNALING



**Journaling can be a great way to tune into how you're feeling in the present moment. Use the prompts below and the following pages to practice mindful journaling.**

**Note:** The intent of mindful journaling is not to think about and answer the questions, but rather to speak to whatever comes up when prompted with the questions. What comes up may surprise you but know that the journal is for you to express what surfaces.

## **General Prompts:**

- Write down all the thoughts and feelings you are currently experiencing.
- What are my anxieties/frustrations?
- Who do I feel most connected to and why?
- Reflect on something I am grateful for. Why am I grateful for that thing?
- What are red flags to me?
- What are green flags to me?
- What would life look like without that for which I am most grateful?
- The most important thing in my life right now is...?
- My best quality is...?
- When do I feel happiest? How can I bring more of that into my life?
- If my emotions were a color, what color would they be and why?
- What music genre best describes how I feel right now?
- What is the best part of my day?
- What balloons are you juggling right now?
- What does unconditional love look like to you?
- If I had a personal mission statement, what would it be and why?
- What do I need to forgive someone else for?
- What do I need to forgive myself for?
- Name what is enough for you.
- What do I wish everyone knew about me?





**Prompt:**

[illegible]



**Prompt:**

[illegible]





# MAXIMIZE YOUR TIME



GET THE MOST OUT OF YOUR DAYS



# MAXIMIZE YOUR TIME: WORKSHEET



With quarantine, many of us find that we have a lot of wasted time that could be better spent on something productive and interactive. While some of us have caught up on *much needed* rest, many people struggle with utilizing this newfound time. The intent of this worksheet is to brainstorm how to maximize this time in a way that's productive (and hopefully interesting) to you. Perhaps it's picking up a new hobby or working on a project you've been putting off for some time now. You may be under circumstances that do not allow for you to work on many things you would like to (i.e., quarantine in the field versus home). In these cases, avoid excessive downtime or boredom by maximizing your time!

Below are some ideas of things to do during quarantine. Some items on list may or may not be applicable for your situation. Circle ALL that interest you. Put a STAR next to those you can work on now.

|                      |   |                                       |
|----------------------|---|---------------------------------------|
| Yard Projects        | Family Games  | Daily Walks                           |
| Self-Care            | No Equipment Workouts   | Work on a Puzzle (frame it)           |
| Home Organization    | Goal-Setting  | Learning a Foreign Language           |
| Work Projects        | Read a book for fun   | Journaling/Reflection                 |
| Self-Improvement     | Call family members   | Try New Recipes/Learn to Cook         |
| Knot Tying Practice  | Have a dance off  | Weapon Disassembly/Reassembly (timed) |
| Learn new MOS skills | Create a list of questions for your partner and discuss (fun/serious) |                                       |

Here's some space to write down things that aren't listed above. Get specific if the item above is too broad or has multiple subcategories within it (i.e., home organization could include multiple areas).

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Finally, prioritize your time by numbering the order in which you want to do these items.  
*Go forth and MAXIMIZE your time!*



# MAXIMIZE YOUR TIME: SMART GOAL-SETTING (EXAMPLE)

What are SMART goals?

- **S:** specific (using details to accurately describe exactly what it is you will do)
- **M:** measureable (units of measurement aka minutes, hours, weight, reps, etc.)
- **A:** action-focused (something you WILL do, versus something you WON'T do)
- **R:** realistic (can the goal actually be achieved?)
- **T:** time-bound (setting a timeframe to do steps towards goals)

As you can see, SMART is an acronym. Below is an example of how a typical goal can be made into a SMART goal using SMART steps.

Goal: To get fit!

Deadline: Before summer

Why: To look good on the beach

*...Let's retry this.*

SMART Goal: To lose 10lb of fat, increase muscle tone, and eat a healthy diet

Deadline: May 25, 2020 (Memorial Day when summer activities typically begin)

Why: Every year I wish I had put in the work to become more physically active and overall healthier. I would like to increase my confidence about my appearance while on the beach. Importantly, I want to commit myself to achieving a goal rather than quitting when things get hard.

Priority Areas of SMART Goal:

1. Physical Fitness – Currently workout 2-3x per week inconsistently
2. Nutrition – lack of wholesome foods and high amounts of take-out, soft-drinks daily

Priority Area 1 SMART Steps:

- I will do an upper-body workout for 30 minutes, 3 days per week.
- I will do a lower-body workout for 45 minutes, 2 days per week.

Priority Area 2 SMART Steps:

- I will increase my vegetable intake daily by making lunches and dinners 50% vegetables.
- I will cook at home 5 nights per week.
- I will increase water intake to 80oz of water per day.
- I will decrease my sugar intake gradually by weening myself starting with only 1 large soft drink per day for two days, to 1 medium soft drink per day for two days, to 1 small soft drink per day for 2 days. By day 7 I will have only water or naturally sweetened drinks (i.e., juice).

What method will you use to remind yourself and keep the goal in sight over the next few weeks?

I will print and post a picture of my idol who is physically fit on my refrigerator to encourage myself to put in the work

How often will you check in to monitor progress on these SMART goals? (Ex. daily, weekly, etc.)

At the end of each week I will look over my checklists and see if I met my goals for the week



# MAXIMIZE YOUR TIME: SMART GOAL-SETTING (*WORKSHEET*)



SMART Goal: \_\_\_\_\_

Deadline: \_\_\_\_\_

Why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Priority Areas of SMART Goal:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Priority Area 1 SMART steps:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Priority Area 2 SMART steps:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Priority Area 3 SMART steps:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Priority Area 4 SMART steps:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What method will you use to remind yourself and keep the goal in sight over the next few weeks? (Ex. sticky notes, vision board, picture on lock screen of phone, etc.)

\_\_\_\_\_

How often will you check in to monitor progress on these SMART goals? (Ex. daily, weekly, etc.)

\_\_\_\_\_



# CONNECT WITH YOUR KIDS



AMP UP YOUR FAMILY TIME!



# CONNECT WITH YOUR KIDS: ACTIVE CONSTRUCTIVE RESPONDING



**How you respond to good news matters!** As discussed in detail on page 25 of the Limit Your Loneliness section, active constructive responding (ACR) strengthens relationships through responding actively and constructively to others positive experiences. Look at the examples of different types of responses in the boxes below. Talk with your kids about how different responses would make them feel or how it would impact their conversations with others.

**Try it out:** Take turns telling each other about good news or positive experiences and try out different responses. Think about how you want to feel when you bring your good news to someone and how someone else would want to feel when they bring theirs to you. Brainstorm how to portray ACR with others.

|   | Constructive   | Destructive   |
|---|--|---|
| <b>Active</b><br><br>(best for building strong relationship)<br><br> | <p>(“Tell me more...”, ask questions)</p> <p>This may sound like: “Wow it sounds like you did a great job staying focused on your schoolwork today, tell me more about the interesting things you learned”</p> | <p>(Shutting it down, giving reasons why it's not good)</p> <p>This may sound like: “I know you say you had fun, but climbing on the trees in the backyard is really dangerous and you could have been hurt and are not to do that again”</p> |
| <b>Passive</b>  | <p>(Not sharing in moment, distracted by own thoughts, phone, etc., not asking questions)</p> <p>This may sound like: “Yeah, yeah that’s cool (while looking at phone)”</p>                                    | <p>(Little to no acknowledgement, change subject to something pertaining to yourself)</p> <p>This may sound like: “That reminds me, I saw this really funny video today that really put a smile on my face”</p>                               |

*\*The activities provided in this section will allow for many experiences to share with your family and opportunities to practice ACR and effective praise to continue to build connection and strengthen your relationships*



# CONNECT WITH YOUR KIDS: ACR BRAINSTORM



## Reflect:

How do you typically respond with different members of your family?

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|  |
|  |

What factors lead to non ACR responses? (the boxes in red)

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|--|
|  |
|  |

What factors lead to ACR responses? (the box in green)

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|  |

What do you need to keep in mind when you are responding to others?

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|  |

What strategies can you try to more often utilize ACR?

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# CONNECT WITH YOUR KIDS: EFFECTIVE PRAISE!



## Effective Praise

- Identify what worked and create winning streaks
- Identify the specific strategy, effort, or skill that led to the outcome
- This helps demonstrate that...
  - you were really paying attention
  - you are being genuine / you care
  - enables winning streaks (they can do it again)



**Example:** Instead of “great job” it may be “great job trying out different strategies and keeping on until you were able to solve the puzzle”

Effective praise can be beneficial for helping your child/children develop a growth mindset. As discussed on page 29 "Mindset Matters", a growth mindset can support opportunities for higher levels of achievement through the ability to embrace challenges, persist through setbacks and adversity, and learn from feedback/criticism. Effective praise can help develop this by acknowledging effort and factors within your child's control that can be developed.

*\*Try to find ways to practice using effective praise and ACR while at home with your kids and while doing the exercises and activities outlined*



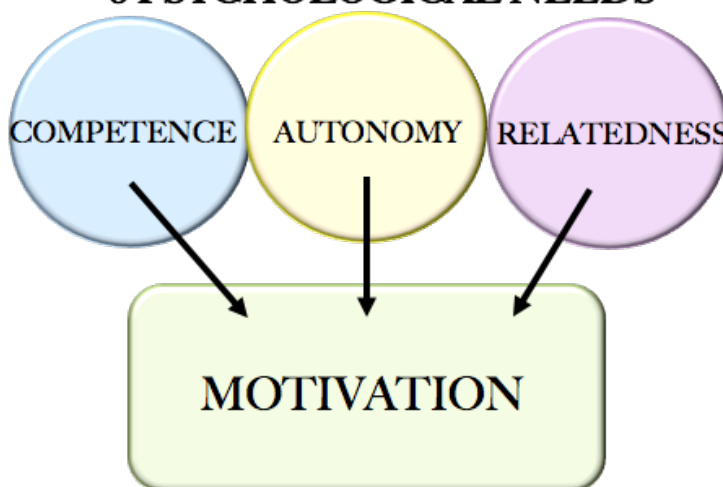


# CONNECT WITH YOUR KIDS: ROUTINES & AUTONOMY



The changes occurring currently can cause routines to be disrupted. Familiarity breeds comfort, and this disruption can make it hard for everyone in the family to adjust and stay on track successfully in a new environment and with an unfamiliar schedule. Try to establish a "new normal" by creating a new routine for how things will be while the situation is altered at home. This routine may have unchanged portions (bedtime, for example), but should also allow for necessary changes due to potential decreases in scheduled after school activities or sports, doing school-work from home, etc.

## 3 PSYCHOLOGICAL NEEDS



Autonomy is one of the three universal psychological needs important for motivation. If you want your children to stay motivated during this time and stick to their new routine, it can be helpful to support this need for autonomy.

### A few examples for how this can be done:

1. Allowing your children some input in their daily routine. If there are set things that need to be in the routine, keep your structure, but allow them some choice and autonomy when possible. For instance, giving them a selection of pre-approved snacks during snack time to choose from, or same with activities during recess time. You may also consider getting their input on the order in which they complete their school tasks if possible.
2. Help them understand the rationale behind the way their daily routine is laid out and/or the tasks included in it.
3. Encourage them to take ownership of the parts of their routine by taking initiative on their own to stick to it and provide effective praise for doing so.



# CONNECT WITH YOUR KIDS: BUILDING CONVERSATION



To help build communication with your family this page provides several examples of conversation starters and activities that can be used to open dialogue and connect with your family in fun and interesting ways. These can be useful for mealtime topics, around bedtime, or when there are quiet moments that could be used to better engage with one another. Be in the present moment together, discuss the topics, explain your ideas, and ask each other questions to find out more. Have fun learning from one another!

## **Example Conversation Starters:**

*(or create your own and pick at random)*

- What do you think our family motto should be?
- If you could start a new family tradition, what would it be and why?
- Where would you like to travel most?
- Something I am most proud of is....
- What 3 words best describe you?
- A time I will never forget is...
- What is your favorite thing about each of your family members?
- If you could have one superpower what would it be and why?
- What are you most thankful for?
- If you won the lottery, how would you spend the money?
- Describe your ideal day.
- Talk about your favorite.. (friend, movie, toy, game, etc.)
- Tell us about a time that made you laugh really hard.
- What is the hardest thing about being your age?
- Talk about what you want to be when your grow up.
- How do you act when you get stressed and what makes you feel better?
- If you could master an instrument what would it be?



# CONNECT WITH YOUR KIDS: ACTIVITIES



## 1. Question Ball

Using similar questions like those found in the conversation starters list you can add these (by writing on or using sticky notes or taped pieces of paper) over the surface of any ball you may have. The idea is to roll or pass the ball and the person who gets the ball must answer the question that is under their thumb. When the ball gets to you, you read the question aloud and then answer, explaining in detail and allowing time for others to join in the conversation if they want to know more.

## 2. Would You Rather

This game uses options to strike up conversation about what choices each person would make and their thought process.

**Example topics may include would you rather....**

- Be invisible or be able to fly?
- Have all salty foods or all sweet foods?
- Be able to talk to animals or read people's minds?
- Live in the forest, in the mountains, or on the beach by the ocean?
- Eat a bowl of spaghetti without sauce or a bowl of sauce without spaghetti?
- Have super strength or have super speed?
- Be able to learn everything in a book by putting it under your pillow or be able to control your dreams?



## 3. This or That

Similar to would you rather, this gives two options where you then pick which you would choose and explain why. Get creative, after you answer then create your own to ask the next person. (*Dogs or cats? Summer or winter? Breakfast or dinner? Airplanes or trains?...*)

## 4. True or False

This game allows everyone to see how much they really know about each other. Take turns telling stories (especially things kids may not know about you before you were parents) and see if everyone can decide if the story is true or false and why they chose their answer. Get to know each other better, share stories, have fun!

## 5. Maze Runner

Take turns setting up a maze of obstacles that your family members will have to navigate through with their eyes closed (or blindfolded) while balancing an object of your choice on a spoon. You must carefully give them directions to help them navigate without hitting an obstacle or dropping the object being balanced.



# CONNECT WITH YOUR KIDS: MANAGING EMOTIONS



## Deliberate Breathing

**Key components:** (see page 42 for additional tips)

1. Let go and center your mind
2. Breathe rhythmically (find a cadence that works for you)
3. Emotion – feel gratitude



*\*For younger kids:* It may be helpful to try out placing their favorite stuffed animal on their stomach while they lay on their back and practice moving the toy up and down with their breathing.

By controlling your breathing you can learn to self-regulate your energy and be able to create more productive thoughts and emotions.

## Sparkle Jar Activity

*This activity provides a tool to connect with your children, giving them a platform to talk about their emotions and a creative way to practice the skill of deliberate breathing together.*

### You will need:

- Jar or other clear container
- Glue or Soap (hand or dish)
- Water
- Colored glitter
- Optional: food coloring to color the water



### Directions:

1. Fill your jar halfway with warm water and halfway with soap (or 80% water 20% glue).
2. Take turns labeling each color of glitter as an emotion that you feel. Then pour the glitter into the jar.
3. Shake up the jar and talk about how the glitter swirling in the jar is similar to how it feels when our emotions are swirling around in us (hard to see clearly, messy, etc.).
4. Practice deliberate breathing and becoming still while watching the glitter swirl and gently fall until the jar (and you) are calm, clear, and relaxed again.



# CONNECT WITH YOUR KIDS: MINDFUL HIKE



*This activity aims to be an introduction to mindfulness, a strategy that can help you better manage and calm your mind and emotions by becoming grounded in the present moment. It will also allow for opportunities to connect and communicate around sharing experiences with these activities*

## **Directions:**

Set up signs for mindful activities in various rooms around the house or places in the backyard for you and your kids to search and find (scavenger hunt style). Once found, spend a few minutes trying out the activity before moving on. Set a timer for 1-2 minutes per activity. When finished share your experiences with each other. Share your drawings and stories. Fully engage while listening to each other's experiences and practice your effective praise and ACR.

## **Examples include:**

- Strike your favorite superhero pose or poses and focus on how that makes you feel
- Turn on your Spidey-senses (focus on what you see, hear, smell, taste and feel right now)
- Go on a safari (outdoors) – how many animals (big or small) can you find (use all your senses!)
- Focus on what makes you happy
- Think about what you are thankful for
- Focus on your breathing
- Draw a picture of a time you felt really proud (save for after the activity is done to share in detail with others – for those listening later try to truly be a part of that experience-relive in detail)
- Create statements that make you feel strong (like a superhero) and repeat them to yourself (Ex: I am powerful, I am composed, I am in control)

## **Potential post-activity conversation starters:**

- How did you feel while doing different activities, or how do you feel now after?
- Did you notice any sensations or changes in your body or mind?
- Did any of the stations stand out to you the most?
- What did you like or dislike about the activities?
- What was challenging or easy?





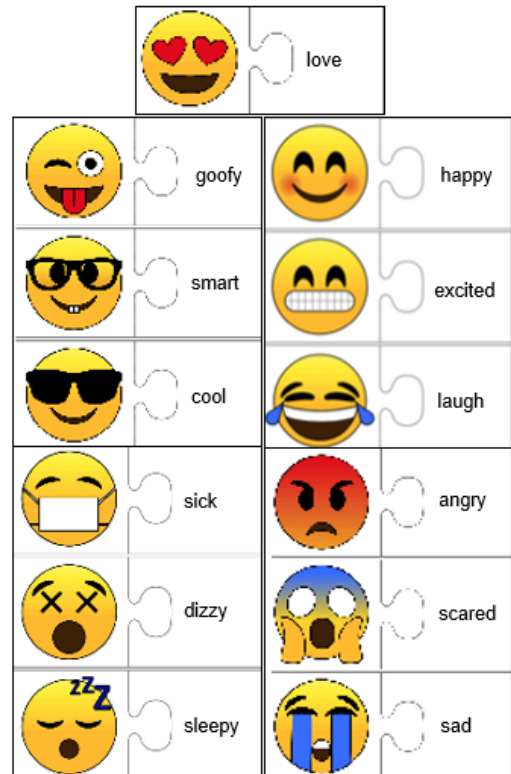
# CONNECT WITH YOUR KIDS: EMOJI MEMORY GAME



*The Emoji memory game is an activity that combines a memory building exercise as well as a platform to connect through stories related to emotions.*

## Directions:

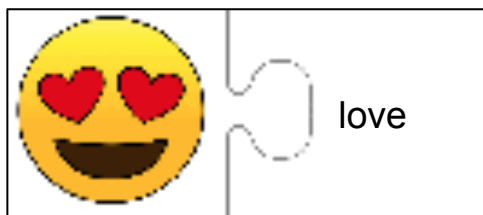
- Cut out each Emoji picture and its corresponding written emotion/feeling located on the following page.
- Feel free to create your own or add additional emojis and emotions you and your family draw yourselves (get creative!).
- The goal of the game is to shuffle the cards and place them face down on the playing surface.
- Players take turns flipping over two cards each turn, trying to make a match (for example: the crying emoji and the word sad).
- Once you make a match you then take a moment to tell a story about a time you have felt this emotion.
- The person with the most matches at the end wins.















*\*This game could be used as a way to discuss how your kids are feeling due to the changes happening following social distancing guidelines. You could also tie back to the "Sparkle Jar" or "Mindful Hike" activities. Discuss how they may be able to address some of the emotions talked about through the deliberate breathing and mindfulness activities.*



# CONNECT WITH YOUR KIDS: EMOJI MEMORY GAME



|   |        |   |         |
|---|--------|---|---------|
|    | goofy  |    | happy   |
|    | smart  |    | excited |
|   | cool   |   | laugh   |
|  | sick   |  | angry   |
|  | dizzy  |  | scared  |
|  | sleepy |  | sad     |

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FOUO





# CONNECT WITH YOUR KIDS: CREATIVE CONNECTION



## Driveway Activities:

Social distancing can be challenging, especially when it means not being able to spend time with close friends. Hosting driveway hour with your neighbors can be a fun way to interact while adhering to social distancing guidelines. Communicate with neighbors about a time frame that would be good to all meet out in their respective driveways or adjoining backyards. Enjoy the fresh air and try some of these games/activities or put your heads together with the kids and create your own:

### 1. Charades

Create topics and different things, objects, or actions to act out. Take turns across driveways and see how many each family can get right.

### 2. Pictionary (see page 24 for additional Pictionary games)

Using white boards, pieces of paper, or chalk (depending on proximity), take turns drawing out items, objects, actions, etc. from a list of topics you create and see which driveway can guess it first. The driveway with the most correct guesses at the end wins!

### 3. (Dance move) Show and Tell Challenge

In a talent show style fashion, take turns displaying a new dance move learned or a creative dance made up as a family for the other neighbors. This could turn into a regular event ranging from dance moves and dances to secret handshakes, special talents, singing songs, playing instruments, etc.

### 4. Picnic

Pick some good tunes (maybe create a shared playlist each household can add songs to) and create a delicious picnic for your family to share. Each family can show off their picnic dinner (a good way to share new recipes too) from their driveway or backyard and listen to the shared music playlist while they eat with their family (and wave, blow bubbles and make funny faces to the neighbors perhaps)!

### 5. Pet Talent Show (or fashion show)

For those with pets, perhaps bring your furry friend along to the neighborhood fun. Show off a new trick you or the kids were able to train them to do or show off a new piece of fashion they created for your pet during craft time (ex: funny hats or superhero capes). Show off the talents and creations to the neighbors.



# CONNECT WITH YOUR KIDS: FITNESS FUN



*With gyms and parks closed, it can feel hard to stay active during this time. The following are some ideas about how to involve your kids and get moving together in a fun and interactive way:*



## 1. Obstacle Course

Together with your family members create an obstacle course throughout the house or in the backyard using objects you already have on hand. Create a starting point and a finish line, set points or make it a race. (*Hint:* Maybe you have to army crawl under the chairs, hop across the path of pillows, and jump over the broom or pool noodle set across two boxes)

## 2. Fun Run

Create your own fun run theme! Maybe it's a certain color that you all wear head to toe, or a bubble run, or a glow in the dark run. Set the course either in the backyard or a local area where you can avoid coming into contact with many others and get going. See you if can set new personal bests or create a goal you all want to achieve for different courses/distances.

## 3. Scavenger Hunt

Mix adventure and fitness with an exercise centered scavenger hunt that can be done as individual or teams/pairs. Create clues of your choice (maybe riddles, short puzzles, or math problems) that unlock the locations you must go. Between each clue location pick an exercise that must be completed (for example: bear crawls, wheelbarrow race, leapfrog, run backwards, lunges, etc.). First to find and solve all the clues of the scavenger hunt (and completes every exercise) wins!

## 4. Freeze Dance

Throw a dance party! Play your favorite songs and show off your dance moves, freezing whenever the music stops. Add an additional challenge by pairing a frequent word in a song with an exercise to be completed (such as "party in the USA" = 3 star jumps)

## 5. Circuit Training

Set up stations in the area you choose and have each person choose what will be done for an exercise at their assigned station or stations. Set a timer for how long you will stay at each station and switch through, completing everyone's chosen exercises. You may even choose to add rest stations to the circuit where you can practice deliberate breathing, mindfulness, or complete a puzzle or MWOD.



# CONNECT WITH YOUR KIDS: IMAGERY



Children have the great gift of vivid imaginations. In the imagery section of this workbook there is detailed information about what imagery is and some examples of scripts to start to better define your imagery ability. Try out those scripts with your family, or consider trying one of these activities:



1. Take turns describing stories, scenes, or scenarios (slowly) while being as detailed as possible (either around a chosen topic or free flow) and have the other person follow along in their minds with their eyes closed. After, talk about what you saw, felt, and experienced (use all of your senses)!
2. Try it out with drawing:
  - Option 1: Have 1 person draw a scene to describe without showing anyone. Once they complete the drawing, have them describe all aspects of the image to the group in as much detail as possible. After, compare if what the listeners pictured is anything like the drawing being described.
  - Option 2: Try this in reverse. Have the person listening to the scenario draw what they were imagining (seeing in their minds) after the speaker is done describing. See if it matches what the person said they were trying to depict/describe.

*\*Discuss how these activities went together. How well were you able to create vivid images that you could control in your mind? Was it difficult to stay focused? Did your mind wander?*



# RESOURCE LIST



IF YOU ARE INTERESTED IN PERSONAL COACHING OR WANT TO SCHEDULE TRAINING FOR YOUR UNIT RELATED TO ANY OF THESE TOPICS, REACH OUT TO THE POC ASSIGNED TO YOUR UNIT (SEE LIST).



# UNIT POC LIST



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| Valerie Alston         | 2nd BCT, 82nd ABN DIV HQ                                      | <a href="mailto:alstonvr@magellanfederal.com">alstonvr@magellanfederal.com</a>     |
| Blair Venables         | WAMC, USASOC, SPARTA  | <a href="mailto:venablesbl@magellanfederal.com">venablesbl@magellanfederal.com</a> |
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