







FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

PROTECTIVE FACTORS

RESOURCE DOCUMENT

FOR FAMILIES WITH CHILDREN AGES 0 -5

YMCA CHILDCARE RESOURCE SERVICE

 CAREGIVER RESILIENCE	 SOCIAL CONNECTIONS	 KNOWLEDGE OF CHILD DEVELOPMENT	 SOCIAL & EMOTIONAL COMPETENCE	 CONCRETE SUPPORT IN TIMES OF NEED
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IN PARTNERSHIP WITH:



The YMCA of San Diego County is dedicated to improving the quality of human life and to helping all people realize their fullest potential as children of God through the development of the spirit, mind and body.

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Disclaimer: The resources within this document are intended to support families and caregivers during the COVID-19 crisis. This document is not an endorsement of any particular entity, nor does it necessarily reflect or mirror the mission and vision of any one organization.

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Families may face new challenges as communities around the world respond to COVID-19. Caregivers may face more anxiety, uncertainty, economic pressure, or demands on their time. This stress can impact the harmony of the home, but it doesn't have to. Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. The five key protective factors (listed below) are attributes that serve as buffers, helping caregivers find resources, support, or coping strategies that allow them to care for children effectively, even under stress and adversity.



SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:

FAMILY/CHILD RELATIONSHIPS HELP CHILDREN DEVELOP THE ABILITY TO RECOGNIZE AND REGULATE THEIR EMOTIONS, EXPRESS THEMSELVES AND INTERACT WITH OTHERS.

One of the best skills that caregivers can develop with their children is the ability to experience, express, and manage emotions, communicate needs, and establish positive and rewarding relationships. Caregivers who can model these skills and provide space to develop and practice these skills are building resilience in their family.

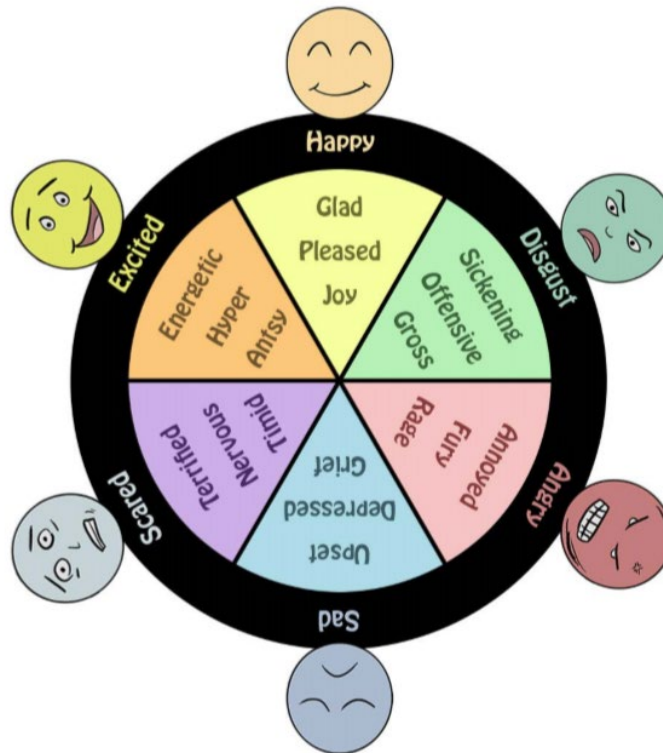
Relationships shape young children's learning. From infancy, parent-child and family relationships guide and motivate children's love for discovery and learning and provide a secure foundation for the growth of exploration and self-confidence (California Preschool Curriculum Framework, 2010, Vol. 1, p.6).



HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY:

- **Emotion Wheel & Breathing**
 - [Download](#) or use the emotion wheel below.

Emotion Wheel



- Hang the wheel somewhere where kids can see it throughout the day
- Before bed each night sit with your kid in a comfortable position and take three slow mindful breaths
- Ask your child what they are feeling and where they are feeling it, i.e. "I feel angry and it feels like lava in my belly"
- Tell them that it is ok to have those feelings and that you are proud they can express how they feel
- Then take three slow mindful breaths with them
- Ask if the feelings have changed or if their body feels different
 - Continue until the child reports feeling at ease
- **Mindful Moments: If you feel your kids are struggling with emotions or behaviors**
 - Heart and Tummy Breaths
 - Close your eyes
 - Place one hand on your chest and one on your tummy
 - Take 5 big breaths
 - With each breath tune into the rise and fall of our heart and your stomach
 - 5 Senses
 - Stop what you are doing and take one big breath
 - Name 5 things you can see
 - Name 4 things you can feel
 - Name 3 things you can hear
 - Name 2 things you can smell
 - Name 1 thing you can taste

- **Mealtime Prompts: While you are eating snack or a meal ask each member to share their answer to a selected prompt, ideas below:**
 - What is something you have done that made you feel brave?
 - If you could meet any famous person and ask them a questions, who would it be and what would you ask?
 - What is something you learned how to do this year?
 - What words would a friend use to describe you?
 - What is one kind thing you have done today?
- **Family Huddle:** At the end of the day have everyone in the family sit or stand in a circle. Each person takes a turn sharing their High of the day, and their Low of the Day. You can change the name of this depending on what your family likes, ideas below:
 - Highs & Lows
 - Puppies & Poop
 - Treasure & Trash
 - Good & Bad
- **Write it Down/Rip it Up or Crumple Up:** At the start of each day have your kids write down their insecurities and stress. After sharing with you they can then rip the paper up or crumple the paper up. By you knowing what stress they are carrying that day you can be sure to discuss with them or change the routine if it is helpful.
- **I Heart ____:** At the start of the day each kid can draw a heart on their paper. They can write something that is filling their heart with gratitude. They can then share that with you and post it somewhere in the house and throughout the day it can be a reminder.
- **Create a kindness jar:** write down all the acts of kindness you see your children doing, (e.g. helping with a chore, sharing a toy with a sibling, making a picture for a friend, etc.) Then, periodically select a paper from the jar and read it aloud with the family.
- **Use books and pictures** to discuss emotion words like angry, scared, and worried.

ADDITIONAL RESOURCES AND TOOLS (COVID-19 SPECIFIC)

- [Sesame Street: Caring for each other](#) (Games, videos, activity ideas)
- CDC: [Coping after a disaster coloring book](#)

ADDITIONAL RESOURCES AND TOOLS (GENERAL)

- National Center for Pyramid Innovations:
 - [Feeling Faces Poster: How I feel today](#)
 - [Teaching Emotions Activity Ideas](#)
 - Talking about [Fear](#)
 - Talking about [Anger](#)
 - Talking about [Sadness](#)
- CESEFL: [Family Tools from Center of Social Emotional Foundation for Early Learning](#)
- Sanford Harmony: [Harmony at Home](#): A social-emotional curriculum including games, songs, activities and lesson plans.