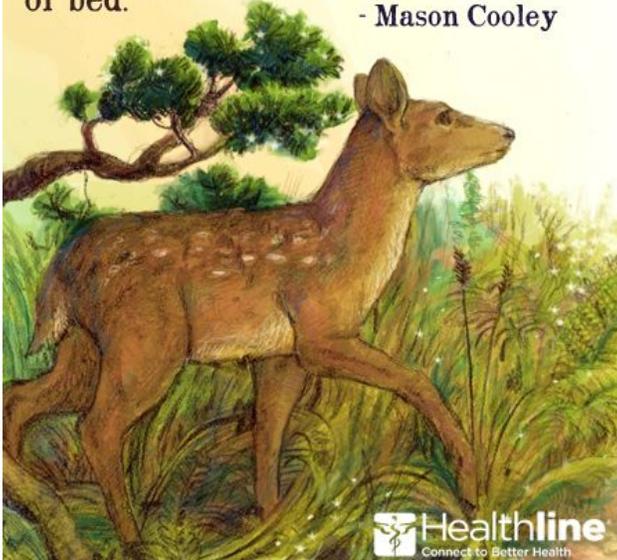


Friends Center for Children

EMBRACE DIVERSITY
ENGAGE COMMUNITY
INSPIRE TEACHERS
EMPOWER FAMILIES
EDUCATE CHILDREN

Every day begins with an act of courage and hope: getting out of bed.

- Mason Cooley



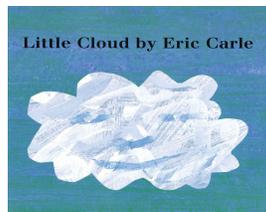
Dear Families,

As we have journeyed through another week, separately, yet still together, we would like to say first and foremost, how much we are truly missing all of you. We hope you are beginning each day with this small act of courage and hope, and are meeting each day as it comes. We are beginning to hear birds chirping outside and can feel the slight breeze through a cracked window. Plants are sprouting as bugs and insects begin to whizz through the air. We hold on to these signs of spring as signals of hope and renewal. They fill us with positivity as we envision being back together with all of you, at FCfC.

Yours in hope,

The FCfC Team

["Little Cloud" by Eric Carle - Story and Activity from Therese](#)



Sesame Street in Communities: Health Emergencies

A health emergency brings many changes and much uncertainty for young children and their families, but there are things we can do to face each day with optimism and hope. We can practice healthy habits like handwashing and coughing into the bend in our arm. We can offer comfort, connect with, and care for others safely. And we can keep learning and growing at home through everyday routines and simple activities. The resources on this page can help families cope during challenging times:

[Sesame Street in Communities: Health Emergencies Videos for Children](#)

[Count, Breath and Relax with The Count and Cookie Monster](#)

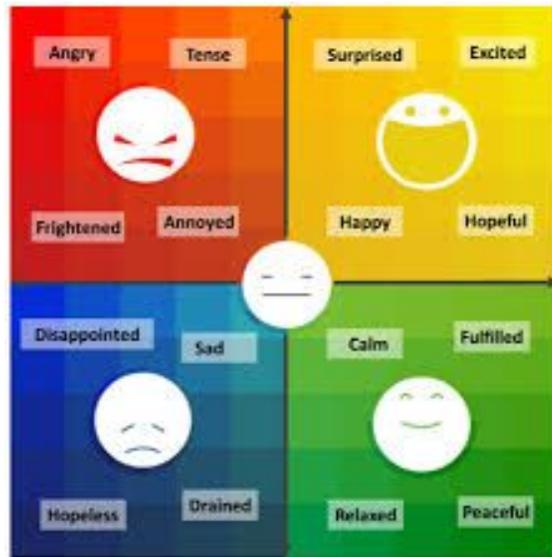
New Videos Up on The [Friends Center for Children YouTube Channel](#) !

We invite you to listen to this: [Early Childhood Self Regulation Podcast](#)

-from Dr Edward Melhuish of Oxford University

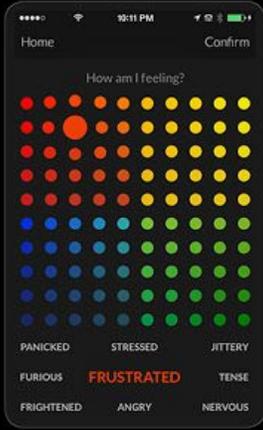
To Consider While Listening:

- “Self-Regulation” - What does it mean?
- What is the benefit of “Role Playing Games” when teaching self-regulation to children?
- Why is Self-Regulation the most important predictor of children’s long term development?



MOOD METER APP

BUILD EMOTIONAL INTELLIGENCE THAT LASTS A LIFETIME



Build greater self-awareness to make more informed decisions

Increase your emotion vocabulary to communicate more accurately

Learn effective emotion regulation strategies to manage stress

Track your emotions over time to notice patterns at home and work

Developed by Researchers at the Yale Center for Emotional Intelligence www.ei.yale.edu

Learn more about the App www.moodmeterapp.com

Download on the App Store

Awareness & Advocacy

Dear FCfC Community,

We are thinking of you constantly, and hope for your continued safety, health and wellness.

As we move forward, facing the uncertainty of our circumstances, we look inward to find our own personal wells of strength and hope. Simultaneously, we reach outward, to embrace the spirit of love and support that you continue to bestow upon our work.

FCfC has created a COVID Emergency Fund, in hopes to support those of us who need lifting during this time.

**Please click on the following link to learn more about the:
[FCfC COVID Emergency Fund - En Inglés y Español](#)**

Below, you will find some helpful tips from Birth to Three, regarding discussing and living in the time of Coronavirus with young children

[Zero to Three - Tips for Families on Coronavirus](#)



Essential Needs Resources for New Haven Families: [NHECC - Resources](#)

Awareness and resource piece: United Way has COVID-19 Community Economic Relief Fund-helping with bills, rent, food call 1-866-211-9966

[An Important Message About the U.S. Census - En Inglés y Español](#)



[East Grand Avenue Bridge Rehabilitation Project Update - En Ingles y Español](#)

Mindfulness Moment

With so much uncertainty permeating our day to day lives, it is important and essential that we take moments each day to focus on our own mental health and wellness. This practice doesn't have to be intensive or take up a lot of time. We invite you to read through an article entitled, "Five Steps to Mindfulness" by Thich Nhat Hanh. Below you will find a one-minute meditation, as well as some quick ways to check in with your own mind and body throughout the day.

Five Steps to Mindfulness - THICH NHAT HANH

5 Mindfulness Exercises You Can Do Anywhere



BODY
SCAN



MINDFUL
SEEING



MINDFUL
LISTENING



MINDFUL
BREATHING



5 SENSES
EXERCISE

7 Tips To Help Children Practice Mindfulness Successfully:



Use it for positive
situations only



Practice mindfulness
yourself



Create a daily routine
for the children



Prepare the
environment



Involve the children in
the decision-making
process

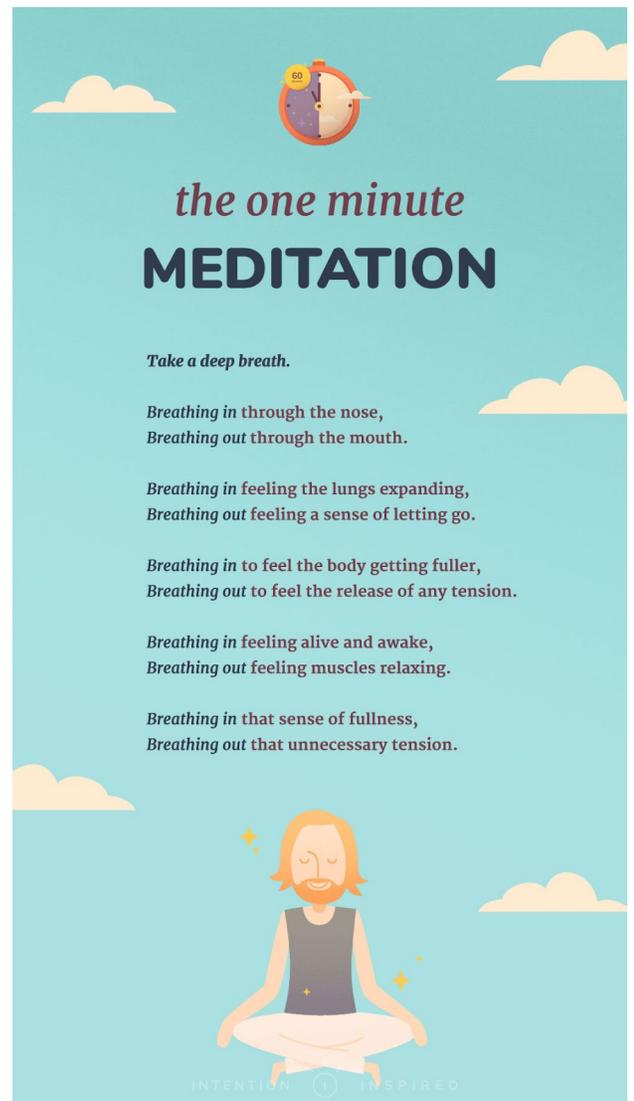


Share your
experience of
mindfulness



Encourage the
children to share
their experiences

 PositivePsychology.com



**the one minute
MEDITATION**

Take a deep breath.

*Breathing in through the nose,
Breathing out through the mouth.*

*Breathing in feeling the lungs expanding,
Breathing out feeling a sense of letting go.*

*Breathing in to feel the body getting fuller,
Breathing out to feel the release of any tension.*

*Breathing in feeling alive and awake,
Breathing out feeling muscles relaxing.*

*Breathing in that sense of fullness,
Breathing out that unnecessary tension.*

INTENTION 1 INSPIRED

A Note from the Emotional Well Being Team



INTEGRITY

Integrity is being true to ourselves and our values, being honest with others and being our authentic selves.

At the foundation of Quaker behavior is the belief that our words should match our deeds and our deeds should be an honest reflection of our words. In dealings with others, Quakers aim to speak the truth and treat others with kindness and respect. Authenticity is central to integrity. Having integrity means being true to ourselves and our own identity, with our outward presence matching our inner self.

Implied in practicing *integrity* is an ability to listen with undivided attention and respect. Modeling respecting and listening communicates reciprocity: *You are a person of Integrity and so am I.*

There is a link between *equality* and *integrity*. If we operate with integrity, there is not one person or group of people who are dominant; everyone feels heard and everyone feels that their perspectives are valued.

Ways to help children experience and understand *Integrity*

Environment and expectations

- Children often confuse fantasy and reality; some children’s stories can sound “untruthful.” However, they are telling the truth as they wish it.
- When we talk about upsetting events with children, they may worry the same will happen to them or to their family or to their school.
- Children need to process difficult or upsetting events in their lives—even when this is uncomfortable for us. We can be willing to listen many times.
- Children may struggle or get stuck with a developmental task or stage. We acknowledge their thoughts and feelings while also offering continual assurance, speaking to their resilience.
- We expect children to succeed—not with everything at once, but with the next step in mastering a skill.
- We give children many opportunities to learn in their own time. We provide more individualized support (“scaffolding”), when needed.
- Support identity formation by providing opportunities for children to understand their likes and dislikes.

Modeling Integrity

- Tell the truth; be truthful about your feelings, limitations, likes, and dislikes in appropriate ways.
- Accept children's words at face value and respond calmly.
- Help children find kind words and constructive ways to express themselves.
- Speak simply and be consistent with body language and spoken language. Young children will not always understand all of the words but they can read body language.
- You don't have to share everything, but find ways to share what is important.
- Be kind as well as honest so truth can be accepted rather than rejected.
- Ask for help when you need it.
- Acknowledge mistakes.

Activities and materials

- Talk about feelings with children: read books, sing songs, play games about feelings.
- Help children recognize facial expressions and body language that show feelings—those of our own and others.
- Coach children to recognize and express their feelings and thoughts in ways that are appropriate for their age and developmental level.
- Promote children’s identity formation by exploring concepts like: “What is true about me?” “What is not true about me?”
- Support children in recognizing differences among friends’ thoughts and opinions.
- Increase expectations as children mature. This will help children to develop their sense of competence.

Queries on *Integrity*
for personal reflection or for conversation with children

- How do I strive to say and do what I believe in my heart is right?
- Am I doing what I think I am doing?
- When I am modeling respect for feelings in others, am I considering individual cultural expectations, norms or practices?
- Am I valuing everyone's voice equally?

