



U.S. Army, HQDA, G-1 Army Resilience Directorate Ready and Resilient Resource and Activity Guide





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Foreword

This Resource and Activity Guide, prepared by the HQDA, G-1 Army Resilience Directorate (ARD) is intended to provide information and resources to the Army community based on our five dimensions of Personal Readiness: Physical, Emotional, Social, Spiritual, and Family. Strengthening these dimensions enhances resilience and sustains readiness.

The guide contains resources that leaders, Soldiers, DA civilians, and Family members can download in order to train, operationalize, and practically apply the resilience and performance skills the Army promotes.

Within the Guide, each of the Pillars is divided into sub-pillars. For example, under the Physical Pillar are sections for three specific areas that contribute to Physical Readiness: Fitness, Sleep, and Nutrition. Within each of these sub-pillars are sections for online resources further categorized as information and tips, websites and apps, and training and activities. Each resource contains a link and brief description.

Each sub-pillar also contains a section for at-home resilience building—much of this material was generated by Performance Experts (PEs) located at R2 Performance Centers. Finally, each pillar includes a section describing workshops that have been conducted by Performance Experts that can be conducted with you or your team, virtually.

R2 Performance Centers, listed on the next page, provide resilience and performance training and workshops to groups and individuals. Contact your nearest Performance Center to request individual or unit workshops.

In addition to this guide, the Army Resilience Directorate maintains a social media and website presence with new content added daily to enhance resiliency skills. Find us on [Facebook](#), [Twitter](#), or our [website](#).

This list of resources is not meant to be exhaustive, nor does it constitute a Department of Defense or U.S. Army endorsement of any non-Federal entity listed. Those non-Federal entities listed will not receive preferential treatment from the Department of Defense or the U.S. Army as a result of being included in this publication. Those non-Federal entities listed herein will not use this publication in any way to suggest that the Army is endorsing it or giving it preferential treatment. Any of the views presented by the products, websites, or publications of the non-Federal entities who are listed in this publication are their own and do not necessarily represent the views of the Department of Defense or U.S. Army.

To ensure this guide remains relevant, please send any material you would like considered for updated editions to: usarmy.pentagon.hqda-dcs-g-1.list.resilience-training@mail.mil.



Crisis Response Resources

Military/Veterans Crisis hotline: 1-800-273-8255 press 1 <https://www.veteranscrisisline.net/>

Contact your Unit Chaplain or Installation Chaplain's Office.

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

SHARP <https://www.armymwr.com/programs-and-services/resources/sharp>

DoD Safe Helpline: <https://www.safehelpline.org> call 877-995-5247

Text: 55-247 (inside the U.S.)

Text: 202-470-5546 (outside the U.S.)

The [National Domestic Violence Hotline](https://www.nationaldomesticviolencehotline.org): 1-800-799-7233

Substance Abuse and Mental Health Services Administration (SAMHSA)

National Helpline 1-800-662-HELP (4357)

The Community Resource Guide

(<https://crg.amedd.army.mil>)

Recovery Resources

If you are looking for online recovery meetings, here are some ways to stay connected.

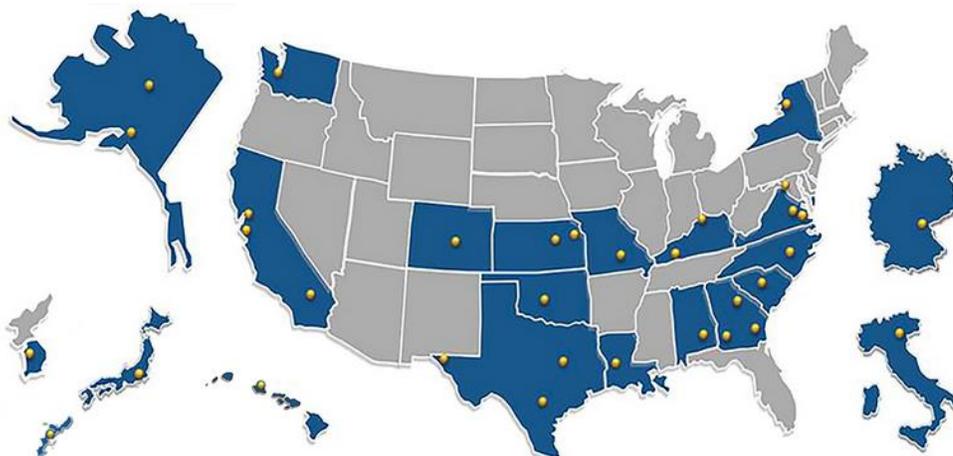
- [AA Online Meetings](https://aa-intergroup.org) (aa-intergroup.org)
- [NA Online Meetings](https://virtual-na.org) (virtual-na.org)
- [Refuge Recovery Online Meetings](https://refugerecovery.org) (refugerecovery.org)
- [SMART Recovery Online Meetings/Forums](https://www.smartrecovery.org) (www.smartrecovery.org)
- [Al-Anon & Alateen Online Meetings](https://al-anon.org) (al-anon.org)



Site Map

HOW TO REQUEST A WORKSHOP?

Contact ARD at usarmy.pentagon.hqda-dcs-g-1.list.resilience-training@mail.mil or your nearest R2 Performance Center.



R2 PERFORMANCE CENTERS

Camp Humphreys	DSN 315-755-0748	Fort Leonard Wood	573-563-4208
Camp Zama and Torii Station	DSN 315-652-4597	Fort Leavenworth	785-491-0876
Fort Belvoir (Natl Capital Region)	703-806-0613	Fort Polk	337-531-2427
Fort Benning	706-626-8563	Fort Riley	785-239-8835
Fort Bliss	915-568-6684	Fort Rucker	334-255-9203
Fort Bragg	910-908-4459	Fort Sill	580-442-6054
Fort Campbell	270-412-5390	Fort Stewart	912-767-4153
Fort Carson	719-526-0828	Fort Wainwright / JB Elmendorf-Richardson	907-353-5804
Fort Drum	315-774-2321	Joint Base Langley-Eustis	703-571-7294
Fort Gordon	706-791-2582	Joint Base Lewis-McChord	253-968-7642
Fort Hood	254-288-4372	Joint Base San Antonio - Fort Sam Houston	210-808-6089
Fort Irwin	760-380-7885	Parks Reserve Forces Training Area / Presidio of Monterey/ DLI	925-875-4808
Fort Jackson	803-751-5913	Schofield Barracks	808-655-9804
Fort Knox	502-624-3222	Vicenza, Italy	DSN 314-637-2597
Fort Lee	804-734-4801	Vilseck, Germany	DSN 314-476-2333



Leader Resources

Physical Pillar

[Psychological Impacts of Quarantine and How to Reduce It](#)

A review article in the *Journal Lancet* concludes: In situations where quarantine is deemed necessary, officials should quarantine individuals for no longer than required, provide clear rationale for quarantine and information about protocols, and ensure sufficient supplies are provided. Appeals to altruism by reminding the public about the benefits of quarantine to wider society can be favorable. (www.thelancet.com)

Articles from the Uniformed Services University - Center for the Study of Traumatic Stress (CSTS at www.cstsonline.org):

[COVID-19 Leaders' Guide to Risk Communication](#)

Community members can be best prepared through timely, accurate, and updated public health education information, which is best delivered using effective, ongoing risk communication.

[Grief Leadership During COVID-19](#)

Understanding people's reactions to the losses associated with tragic events informs the roles that leaders can play in support of recovery.

[Tactical Decision Games](#)

A Tactical Decision Game (TDG) is a situational exercise that is driven by a narrative that provides basic mission, intent, and resources available, allowing leaders to work through their decision-making processes (TLPs, MDMP, etc.) and develop a plan. This site is an index of Tactical Decision Games. (companyleader.themilitaryleader.com)

[Community Resource Guide](#)

These Community Resource Guides list programs and services available to members of US military communities including military service members, their Family members, DoD civilian personnel and retirees. Each guide is designed so you can quickly scan its contents for resources that fit your needs. You can then expand individual resources for additional information including websites, email addresses, and phone numbers you can use to contact each resource's provider. (crg.amedd.army.mil)

[Army Public Health Center, Health Risk Communication](#)

The Health Risk Communication Division offers a variety of training & consultation services to facilitate effective dialogue with stakeholder audiences regarding health risk associated with environmental, deployment, occupational, or other hazards. (phc.amedd.army.mil)

[Human Performance Resources \(Teams and Leadership\)](#)

Strong teams with stronger leaders are mission essential. Find information to help you lead and work effectively with others on duty and in professional settings. (www.hprc-online.org)

[Virtual Staff Rides](#)

The Staff Ride is a historical study of a campaign or battle that envisions a systematic preliminary study, an extensive visit to campaign sites, and an opportunity to integrate lessons derived from each. (www.armyupress.army.mil)



Emotional Pillar

[Managing Stress and Anxiety](#) (article)

Fear and anxiety can be overwhelming and cause strong emotions in adults and children. Coping with stress will make you, the people you care about, and your community stronger. (www.cdc.gov)

Social Pillar

[SHARP](#)

Sexual Harassment/Assault Response and Prevention Program (SHARP): The U.S. Army is committed to eliminating sexual assault, sexual harassment and associated retaliatory behaviors from formations. (www.armymwr.com)

[The Center for the Army Profession and Leadership](#)

Foundational Doctrine ADP 6-22 and associated resources for leadership. (capl.army.mil)

[Army Public Health Center/ Healthy Living /Behavioral Health /Combat Operational Stress Control](#)

Content and resources to help Soldiers, leaders and Family members endure the stress of combat and military operations. (phc.amedd.army.mil)

Spiritual Pillar

Chaplains are available to Soldiers and Family Members at all echelons of command for confidential counseling and general spiritual support. They also advise Army leaders at all echelons on matters of religion, morals, ethics and morale. For assistance contacting servicing Chaplain Corps personnel, contact any Unit Ministry Team member, On Call Duty Chaplains, or Emergency Operations Center. On-Call Duty Chaplains, Emergency Operations Center, and Unit Ministry Teams are also available for counseling and spiritual support.

[US Army Chaplain Center and School](#)

Religious education in the U.S. Army involves the provision of comprehensive, lifelong education/faith formation programs and processes meeting spiritual needs of the Army community that includes all ages, responds to diverse life situations, and facilitates the readiness and resilience of the Army community. (usachcstraining.army.mil)

[Army Public Health Center/Healthy Living/Behavioral Health/Spiritual Health](#)

Your spirit provides you with the revealing sense of who you are, why you are here and what your purpose for living is. It is that innermost part of you that allows you to gain strength and hope. Content and resources related to spiritual health. (phc.amedd.army.mil)



1. Physical

Promoting good physical health, nutrition, and sleep habits contribute to mental wellness, greater self-esteem, and have positive effects on readiness and performance. Fostering an environment for healthy behavior supports and develops Soldiers to perform at optimal levels personally and professionally, enabling them to thrive on a sustained basis. The resources in this section include fitness resources (including ACFT resources), nutrition, and sleep resources.

A. Fitness

i. Online Resources

Articles, websites, and apps readily available online related to ACFT and general fitness.

ACFT

[Army Combat Fitness Test Training Guide](#) (PDF)

The purpose of the Army Combat Fitness Test (ACFT) Training Guide is to provide exercises that will help Soldiers successfully prepare to take the ACFT. These specific exercises will help develop strength, endurance, and mobility using common strength training methods and Army doctrine. (usacimt.tradoc.army.mil)

[ACFT Microsite](#) (website)

Official website for Army Combat Fitness Training with ideas for training for each event. (www.army.mil/acft)

[CALL ACFT Training with and without Equipment](#) (PDF)

This publication supplements the Army's doctrine for the physical testing of Soldiers. It presents a summary of exercise and equipment options and performance optimization techniques. (usacac.army.mil)

Fitness in General

[How to Stay Healthy During the COVID-19 Quarantine](#) (article)

It's normal to cut corners when engaging in everyday activities, especially when you're comfortable with the task. But to avoid putting yourself and your Family at risk during the coronavirus disease 2020 quarantine, examine your habits to make sure you're not cutting corners on your health. (www.militaryonesource.mil)

[American Council on Exercise \(ACE\) Fitness Program Design](#) (website)

Educational blog on fitness programs. (www.acefitness.org)

[8 tips for staying active during the COVID-19 pandemic](#)

Staying active during the COVID-19 pandemic is important for both our physical and mental well-being. (www.medstarhealth.org)

[Human Performance Resources \(Training and Performance\)](#) (website)

Warfighters need to remain fit beyond a fitness test to stay healthy, carry out the mission, and



optimize performance. Learn more about how to stay in fighting shape. (www.hprc-online.org)

[Get into a Fighting Weight](#)

If you're ever worried you might not make weight or pass your fitness test, read this guide. What makes this weight-loss guide different from other tools? It encourages you to look at how different aspects of your life contribute to your weight and overall health in ways you might not expect. (www.hprc-online.org)

[Find your synergy with sleep, activity, and nutrition with the Performance Triad](#) (article)

Find your optimal balance. (p3.amedd.army.mil)

[Staying Physically Fit While at Home](#) (article)

Tips from Performance Triad. (p3.amedd.army.mil)

[Find your local Army Wellness Center for additional support](#) (website)

Army Wellness Centers (AWCs) provide standardized primary prevention programs and services designed to build and sustain good health and improve the overall healthy lifestyles of Soldiers, Family Members, Retirees, and DA Civilians. (p3.amedd.army.mil)

[Army Public Health Center /Topics /Healthy Living /Active Living](#)

Regular physical activity is one of the most important things you can do for your health. (phc.amedd.army.mil)

[VA Whole Health](#) (website)

The Circle of Health illustrates the big picture connections between your health and other aspects of your life. Whole health opens the door to discuss not only your health conditions, but the things that impact your well-being. (www.va.gov)

[Local Parks and Outdoor Recreation](#) (website)

Find local parks and outdoor recreation information using Community Resource Guides. Search for your community, then look up outdoor recreation. (crg.amedd.army.mil)

[Wendy Suzuki: The Brain-Changing Benefits of Exercise](#) (video)

Ted Talks: Exercise and physical movement gives us so many amazing benefits, physically, mentally, and emotionally. Learn about the benefits exercise has on our brain health and function. (www.ted.com)

[Fit for Performance: Weight Loss Strategies](#) (website)

Registered dietitians assisting Soldiers to find the right weight. For information, or to make an appointment, please call Clinical Nutrition Services at your local Medical Treatment Facility. (phc.amedd.army.mil)

ii. At-Home Resilience Building

[You need to get moving and here's why!](#)

This R2 Performance Center video highlights the physical, mental, and emotional benefits that exercise or movement have for everyone, and then gives ideas about how to get movement or exercise on a daily basis. With many of us practicing social distancing, are quarantined, or even in isolation, it can be easy to lose our motivation to exercise. But we need to keep moving because we get a ton of physical, mental, and emotional benefits from exercise like reducing



stress, improving sleep, strengthening our immune system, and improving our mood. (www.facebook.com)

See the Appendix for the following worksheets developed by R2 Performance Centers.

- **Train Your Body and Your Brain:** 20 exercises and 20 riddles (see page 40)
Improve your physical and cognitive performance with these exercises and riddles.
- **Family Scavenger Hunt** – House Exercise Edition (see page 41)
Go on the hunt with your family from the comfort of your living room.

B. Sleep

Sleep is vital for health, performance, and well-being. See the resources below for information about the importance of sleep and tips for sleeping well.

i. Online Resources

[The American Academy of Sleep Medicine](#) (website)

A sleep health and wellness blog. (www.sleepeducation.org)

[The importance of sleep and the science of sleep](#) (website)

Understanding how lack of sleep affects your health can allow you to make healthier decisions for you and your Family. This CDC site contains information about sleep disorders and how lack of sleep can affect the health of someone living with a chronic disease, how much sleep is recommended for different age groups, and tips on how to improve the quality of your sleep. (www.cdc.gov)

[Leading From the Front: Ensuring Soldiers Get Sufficient Quality Sleep](#) (article)

2/3 of the Active Component (AC) Force is sleep-deprived. Only 1 in 3 Soldiers are attaining the target of 7+ hours of sleep on duty days. (p3.amedd.army.mil)

[Sleep and COVID-19](#) (article)

Being cognizant of how COVID-19 media coverage can affect your sleep is important to inform personal prevention or intervention measures. (p3.amedd.army.mil)

[Tips for Better Sleep](#) (PDF)

Guidance on sleep with a diary for tracking sleep quality. (www.resilience.af.mil)

[Human Performance Resources: Sleep and Stress](#) (website)

Sleep and stress management are key to optimal performance. Use these resources to improve your quality of sleep and optimize your stress response. (www.hprc-online.org)

[Sleep, Activity, and Nutrition information](#) (website and app)

Specific sections for Soldiers, Family Members, Civilians, and Pre-Retirees/Retirees. This resource offers facts, tips, resources, points of discussion, challenges and more! The application can be easily accessed through your phone's app store. It is well organized and informative. The website's Download Center includes links to additional resources: mobile apps products and publications, video playlists, recipes, and supplemental documents. (p3.amedd.army.mil)



[Army Public Health Center /Topics /Healthy Living /Sleep](#) (website)

This page provides tips for developing healthy sleep habits at home and during sustained operations. (phc.amedd.army.mil)

ii. At-Home Resilience Building

See the Appendix for the “**Sleep Diary**” worksheet under the **Physical Resilience Pillar** (see page 42). Start keeping a sleep diary to help you track your sleep behaviors and habits.

C. Nutrition

Like exercise and sleep, nutrition is the third component to overall fitness and readiness. See the below resources related to eating well and tracking your dietary patterns.

i. Online Resources

[Warfighter Nutrition Guide](#) (online book and downloadable PDF)

The Warfighter Nutrition Guide contains strategies and recommendations for all aspects of performance nutrition for Military Service Members. It covers the spectrum of nutritional needs to optimize the performance of Warfighters under the most rigorous conditions. (www.hprc-online.org)

[Army Public Health Center /Topics /Healthy Living /Nutrition and Dietary Supplements](#)

This site is designed to provide nutritional resources for Service members and their families in all branches of the U.S. Armed Forces. Good nutrition is vital to good health, disease prevention, and essential for healthy growth and development. (phc.amedd.army.mil)

[My Plate](#) (app)

An app that educates users on different food groups, with helpful tips on how to achieve nutritional goals. Additionally, a link to food planning during the coronavirus pandemic. (choosemyplate.gov)

[How the Food You Eat Affects Your Brain: TedTalk by Mia Nacamulli](#) (video)

When it comes to what you bite, chew and swallow, your choices have a direct and long-lasting effect on your brain. So which foods cause you to feel so tired after lunch? Or so restless at night? Mia Nacamulli takes you into the brain to find out. (ed.ted.com)

D. Request a Workshop

R2 Performance Centers (see the Site Map on page 2) consist of a team of Performance Experts (PE) who can execute virtual training for individual mastery sessions or group workshops. The intended audience is Soldiers, Family Members, and DA Civilians. See below for a sampling of training and workshops offered:

Healthy Habits

During the ongoing COVID-19 epidemic, members of the Army Family are seeing changes in their day-to-day working and living situations. Social distancing, working from home, quarantine measures, and stay home orders are all prevalent across the force. Many people are seeing their routines and habits interrupted; counselors recommend that people stick to a routine as



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much as possible during the upheaval, so that people retain a sense of normalcy in their days. This workshop is intended to help individuals learn research-based strategies for implementing new habits. This training helps attendees adapt to their new working and living environments. This information will also be useful when people start to transition back to “normal” life and need to resume old routines and habits they perhaps have not been using for several weeks.

Motivation and Goal Attainment

People may be struggling to set realistic goals and find motivation to move forward in a time where we have had a complete disruption in our routines and a lot of potential stress and anxiety. Using simple techniques to help you follow through with small actions steps can contribute toward goal attainment, increased productivity, or increased feelings of control and satisfaction. We can teach research-based strategies to increase focus, motivation, and goal attainment. For example, we can organize a training or series of trainings that help increase follow-through with at-home workout plans or increase movement toward goal attainment. The content is framed in the context of fitness, nutrition, wellness, psychological well-being, and lifestyle modification & goals, and includes a personalized goal-setting practical exercise.

Sleep and Well-Being

Fort Rucker developed this workshop 4 years ago. It has been taught to Soldiers, DA Civilians, spouses and high school age kids. It's most effectively taught as a mix of education and discussion. Sleep is one of the least understood and least valued tools for our psychological and physical health. In a study conducted by WRAIR of 2,600 Soldiers at Fort Campbell, they showed that 61% slept less than 5 hours nightly. Even when WRAIR only looked at Soldiers who have never deployed, the proportion of Soldiers reporting adequate sleep only rose from 14% to 16%. The short and long-term impact of this inadequate amount of sleep on the minds and bodies of our Soldiers is concerning. During this pandemic, it's an ideal time for people to work on developing better sleep habits that hopefully carry over to when their lives return to a normal daily schedule. The tools provided in this PD can help mitigate the impact that the stress of COVID-19 is having by helping them to get high-quality sleep each night. The intent of this PD is to provide Soldiers, DA Civilians and family members with a better understanding of what sleep is and what the short and long-term outcomes on our brains and bodies are when we don't get adequate, quality sleep every night. This PD also educates people on some of the various factors that might be getting in the way of either falling asleep or getting good quality sleep. It also provides tips for how to get a good, quality night of sleep.

Mindset

Excellent performers tend to have a growth mindset, a mindset that allows them to continually grow and develop skill over times. A fixed mindset reflects the belief that our ability on a specific task is set and stone and will likely not improve, regardless of the amount of effort you put into it. The beliefs you have about your ability on a variety of tasks can have a huge impact on your ability to perform at a high level. For example, if you believe you're not good at running – it will inevitably impact the way you approach training and improving your run time. In the same vein, if you believe if school “isn't your thing,” it will impact the academic goals you pursue and your performance in classes. R2 Performance Centers can run virtual workshops that teach individuals the difference between the two mindsets and help us reflect on what mindset we hold on a variety of tasks. This workshop can be particularly helpful for those training for the ACFT that have concerns about their ability to perform or individuals struggling to adapt to new family or work environments.



2. Emotional

Emotional strength is an important pillar of readiness and resilience. This section encompasses mental performance, mindfulness, ability to handle stress, problem solving, leadership, skills for handling trauma and grief, and the importance of seeking help when needed.

A. Performance

i. Online Resources

[Human Performance Resources: Performance Psychology](#) (website)

Mind and body work together to create optimal performance. Learn skills that strengthen the connection between mind and body to optimize your overall health and performance. (www.hprc-online.org)

[The Power of Why](#) (website)

Videos and articles from Simon Sinek related to performance and productivity. (www.productivitygame.com)

[WOOP App](#) (app)

WOOP is a practical, evidence-based mental strategy that you can use to find and fulfill your wishes and change your habits. The app guides you through the four steps of WOOP (Wish, Outcome, Obstacle, Plan) and allows you to save as many WOOPs as you like! (woopmylife.org)

ii. At-Home Resilience Building

[Deliberate Breathing – R2PC Fort Riley \(Video\)](#)

Worried about losing your composure during these uncertain times? Feeling stressed and anxious while at work or at home? (www.facebook.com/RileyR2PC)

[Imagery Vividness – R2PC Europe \(Video\)](#)

Using imagery to gain muscle memory. (www.facebook.com/R2PerformanceEurope)

[Mental Skills – Set Your Goal – R2PC Fort Campbell \(Video\)](#)

Be intentional, and ask yourself these three questions:

- Why am I engaging in this workout?
- What do I intend to get out of this workout?
- What will you focus on during the workout?

Having a goal will help provide you motivation to endure when you're struggling during your workout. (www.facebook.com/FortCampbellR2)

[Mental Skills - Recovery – R2PC Fort Campbell \(Video\)](#)

Use this following each of our posted WODs to better recover and prepare for your next task of the day or next workout. (www.facebook.com/FortCampbellR2)



B. Mindfulness and Relaxation

i. Online Resources

[Self Grace](#) (article with audio)

With self-grace, your goal is to put failure in perspective so that when you fail, you can move on to better use your energy and time. (resilienceguide.org)

[25 Fun Mindfulness Activities for Children and Teens](#) (article)

These science-based, comprehensive exercises will not only help you cultivate a sense of inner peace throughout your daily life but will also give you the tools to enhance the mindfulness of your children, students or young clients. (PositivePsychology.com)

[Positive Psychology](#) (website)

Here you'll find articles on mindfulness research and the effectiveness of the Mindfulness X protocol, redirecting your attention to the current moment. (positivepsychology.com)

[UCLA Mindful Awareness Research Center](#) (meditation transcripts and audio)

UCLA MARC provides a great number of resources for those interested in mindfulness meditation. They have a variety of guided meditations with different focuses and even provide the opportunity to join in with others for a practice via Zoom. These resources provide education and meditations of different lengths of time at beginning and advanced levels. (www.uclahealth.org)

[5 guided meditation audio tracks](#) from the United Nations COVID-19 Response (www.un.org)

- 10-minute breath awareness meditation
- 15-minute sitting meditation
- 45-minute awareness meditation
- 45-minute slow standing/sitting yoga
- 45-minute standing yoga

[Mindfulness resources](#) (website)

From mindful.org resources to find calm and nourish resilience to help you stay calm during challenging or stressful times. (www.mindful.org)

ii. At-Home Resilience Building

[Confidence in Uncertain Times – R2PC Fort Riley \(Video\)](#)

Having more time at home means you can start that project, hobby, or activity you've wanted to do but haven't had the time to start. There is a lot of uncertainty about starting something new, so this video is about being confident in uncertain situations. One of our PEs, Eugene Wentworth shares the sources of confidence we can use. (www.facebook.com)

[Deliberate Breathing – R2PC Europe \(Video\)](#)

Watch as one of our PEs, Andrew Kantor, talks about the skill of Deliberate Breathing and what it can do for you. (www.facebook.com/R2PerformanceEurope)

[Use Mindfulness to Stay in the Moment, Stop Worry & Learn Acceptance ARD \(Video\)](#)

Stop constant worry and cultivate mindfulness with this week's Resilience In Focus series.



Mindfulness keeps you mentally focused on the present moment and helps you accept your feelings and thoughts without judgement. (www.facebook.com/ArmyResilience)

[Guided Meditation - R2PC Fort Bragg](#)

Looking to start a meditation practice during quarantine? Check out this guided meditation script from the Fort Bragg Ready and Resilient Performance Center to help you quiet your thoughts and focus on you for a brief period of time. (R2 Performance Center Fort Bragg)

[18 Minute Energizing Meditation - R2PC Fort Bragg](#)

This guided meditation is focused on energizing and finding positive emotions. If you're finding it hard to focus and be in the present moment for these meditations...that's normal! It takes practice. The more you practice these, the easier it'll be. (R2 Performance Center Ft. Bragg)

[ARD PE Mindfulness Video and Activities](#)

Mindfulness Thought Log and 3x3 Exercise (see pages 43 and 44)

Stop constant worry and cultivate mindfulness with this video and worksheet. Mindfulness keeps you mentally focused on the present moment and helps you accept your feelings and thoughts without judgement. You can practice mindfulness through three simple strategies: (1) Thought Log, (2) Body Scan, and (3) 3x3 Grounding Exercise. (www.facebook.com/ArmyResilience)

C. Stress and Anxiety

i. Online Resources

[Mental Health Considerations during COVID-19 Outbreak](#) (article)

Message from the World Health Organization. (www.who.int)

[Coronavirus Anxiety—Helpful Expert Tips and Resources](#) (website)

Helpful tips and strategies from ADAA mental health professionals - as well as personal stories of triumph - to help you or a loved one struggling with anxiety around the coronavirus or with general health anxiety concerns. (adaa.org)

[Emotional Well-Being and Coping During COVID-19](#) (article)

Tips for coping with the stress of the COVID-19 pandemic. (University of California, San Francisco; Weill Institute for Neurosciences, Department of Psychiatry) (psychiatry.ucsf.edu)

[How to Avoid Passing Anxiety on to Your Kids](#) (article)

Help yourself, and them, by learning techniques to manage stress in a healthy way. (childmind.org)

[Managing Stress and Anxiety](#) (article)

Fear and anxiety can be overwhelming and cause strong emotions in adults and children. Coping with stress will make you, the people you care about, and your community stronger. (www.cdc.gov)

[Tips to Manage Stress](#) (infographic)

Infographic with 12 ideas for managing stress during the COVID-19 pandemic. (ephc.amedd.army.mil)



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[How to Manage Stress and Anxiety During the COVID-19 Outbreak](#) (article)

Taking care of your well-being, including your mental health, is essential during this time. Everyone reacts differently to stressful situations. Many people may experience stress, fear, anxiety, or feelings of depression. This is normal. (www.mentalhealth.va.gov)

[Tips to Manage Stress and Anxiety](#) (PDF)

Tips for managing stress around COVID-19. (www.resilience.af.mil)

[Mental Health Apps for Veterans](#) (website with link to apps)

These apps equip you with tools and information to assist you in managing PTSD-related symptoms and stress, learning to practice mindfulness and strengthening parenting skills. (www.mobile.va.gov)

[TedTalks: How to make stress your friend | Kelly McGonigal](#) (video)

Educational video on the impacts of stress on the brain, and how to change the way you think about stress to make it your friend. Emphasis on how to make stress (an inevitable part of the human experience) work for you. This video ties well into the ATC model we teach, as it discusses that by changing the way you think about/perceive stress, you can change (and even negate) the physiological effects stress has on the body. (www.ted.com)

[TedTalks: Where joy hides and how to find it | Ingrid Fetell Lee](#) (video)

Often times we are so focused on work, our to-do lists, or pursuing a life of happiness that we miss little moments of joy. If we can find little moments of joy every day, these moments can add up and give us more than any pursuit of happiness ever will. (www.ted.com)

[The difference between worry, stress, and anxiety](#) (article)

Oftentimes, worry, stress, and anxiety get lumped together as the same thing. However, there can be small differences between them and how they impact us psychologically and physically. They may be able to help us, but they may also hurt us. Understanding the difference between the three, what causes them, and ways to stop them when needed can be beneficial. (www.nytimes.com)

[TedTalks: Under stress at work? Just remember, don't believe what you think](#) (video)

We know that we can control our thoughts. But sometimes, when we're under a lot of stress, we tend to lose control of those thoughts, and the thoughts we start to have may be counterproductive. Here are some tips to pause, evaluate whether those thoughts are productive (or even correct), fix them, and move on. (ideas.ted.com)

[Rethinking Stress | Stanford University \(Free\)](#) (video and workbook)

This webpage addresses stress in 7 steps. It is a combination of videos and a workbook that allows individuals to gain a better understanding of stress through watching short videos, as well as, completing activities in the workbook that pose questions to help individuals rethink their stress in order to utilize the stress in a more productive way. (sparqtools.org)

[3 Good Things App](#) (app)

Keep a "Hunt the Good Stuff" journal on your phone. This App will also send you a reminder each day at whatever time you would like to reflect on your HTGS. (raccoon.ae)



ii. At-Home Resilience Building

[Optimism – R2PC Fort Campbell \(Video\)](#)

Optimism: This core MRT competency is about the ability to maintain hope and have confidence in yourself or your team through adverse times that are realistic to the situation. It is not about only looking at the bright side of things, rather looking at what you have control over and hunting for what is good. (www.facebook.com/FortCampbellR2)

[Optimism is a Skill You Can Learn ARD \(Video\)](#)

Most of us consider ourselves optimists, realists or pessimists, but did you know optimism is a skill not a personality trait? Learn how you can develop an optimistic thinking style. (www.facebook.com)

[Make Stress Work for You – ARD HQ \(Video\)](#)

Could stress be good for you? This video teaches us how our thinking about stress directly affects our mental and physical health. (www.facebook.com/ArmyResilience)

[Catastrophizing – R2PC Fort Bragg \(Video\)](#)

We know that situations that are unclear and/or it's our first time experiencing them can be triggers for a type of thinking we call catastrophizing. While this may not be something you do all the time, or maybe never up to this point, we're all experiencing something we haven't before with this COVID pandemic, and that could impact the types of thoughts we have. Check out the video below for more information on WHAT catastrophizing is and how to STOP it if you find yourself thinking that way. (www.facebook.com)

[From Fear to Curiosity: Neuroscience R2PC Fort Carson \(Video\)](#)

In this video we are exploring the concept of fear. We will talk about the neuroscience behind fear, and how we might be able to lean in and grow during times of uncertainty, despite initial feelings of fear. (www.facebook.com)

[Avoid Thinking Traps – R2PC Fort Lewis-McChord \(Video\)](#)

How to avoid negative habits of thinking. (www.facebook.com/JBLMR2PC)

[Resilience Focus – Control the Controllables – R2PC Camp Parks \(Video\)](#)

The video addresses common ideas about control and how we struggle with it in solving problems. By recognizing and adjusting to what we can and cannot control we build self-awareness and reduce anxiety. (www.facebook.com)

[Current Levels of Stress – R2PC Fort Irwin \(Video\)](#)

It is okay to have stress - it is how you deal with and process it that is most important. There is no one way to handle stress, as we are all different. But we can control stress by being purposeful and present, by focusing on ourselves and what we can control. Instead of focusing on what you don't know, creating a narrative in your mind that is not based on facts and causes you to feel worse, focus on what you do know in the moment. (www.facebook.com/ftirwinr2)

[Put It in Perspective -- and stop catastrophic thinking ARD \(Video\)](#)

Put the brakes on "catastrophic thinking" through self-awareness, redirection and positive emotions (see page 45) for the accompanying infographic). (www.facebook.com)



D. Problem Solving

i. Online Resources

[TedTalks: The power of believing that you can improve | Carol Dweck](#) (video)

Psychologist Carol Dweck “describes two ways to think about a problem that’s slightly too hard for you to solve. Are you not smart enough to solve it... or have you just not solved it yet?” Based on her work on the growth mindset. This Ted Talk fits in to the Emotional pillar in its discussion of different ways to approach problems, improve performance and embrace effective ways of thinking. (www.ted.com)

ii. At-Home Resilience Building

[Optimism – R2PC Fort Campbell \(Video\)](#)

Optimism is at the core of being resilient, and being an optimistic thinker is a deliberate choice. Learn how in three steps: 1. Focus on what you can control. 2. Be solution-focused. 3. Stay realistic. (www.facebook.com/FortCampbellR2)

[Make Wishes a Reality with the WOOP Method ARD \(Video\)](#)

Wishes do come true. Learn how the research-based ‘WOOP’ method can help you turn your goals into reality. (www.facebook.com/ArmyResilience)

[Controlling the Uncontrollables – R2PC Fort Lewis-McChord \(Video\)](#)

Discusses decreasing anxiety in the midst of increased uncertainty. (www.facebook.com/JBLMR2PC)

[Hunt the Good Stuff – R2PC Europe \(Video\)](#)

Finding 3 good things throughout our day and reflecting on them. Then making it a daily habit. To generate positive emotion such as gratitude, compassion, and love; fight the negativity bias, or the tendency to focus on, pay more attention to, or notice more of the bad things that happen in our lives than the good. Write down your good stuff for the day and then answer one of the reflection questions.

- Why this good thing happened?
- What this good thing means to you?
- What you can do tomorrow to enable more of this good thing?
- What ways you or others contributed to this good thing occurring?

Homework: Start a daily practice of Hunt the Good Stuff by keeping a HTGS Journal, or HTGS Jar, and share your good stuff with others. (www.facebook.com/R2PerformanceEurope)

E. Leadership

i. Online Resources

Free courses available through Joint Knowledge Online (JKO) Direct

[Leadership: Resilience, Wellness, and Cooperation](#)

JKO Course Number - US070

The first lesson defines stress and resilience, discusses the sources of stress, and provides stress reduction techniques, including breathing exercises and time management. The second



lesson describes the importance of coordination and provides 11 methods to improve coordination. The third lesson discusses combat-operational stress, the problem of post-traumatic stress disorder (PTSD), the stigma attached to those seeking behavioral healthcare, and the responsibilities of commanders and leaders in promoting resilience in their organizations. The lesson also identifies suicide prevention programs for all Services. (jkodirect.jten.mil)

[The New Inclusion Quotient \(IQ\) - 5 Inclusive Habits](#)

JKO Course Number - US1388

This DITV Episode on The New Inclusion Quotient (IQ) - 5 Inclusive Habits presents diversity and inclusion related news stories and topics on inclusion. You will discover ways you can utilize The New IQ and the 5 Inclusive Habits to help you foster stronger relationships and create a more inclusive environment where you work. (jkodirect.jten.mil)

[7 ways to be a better communicator by tweaking your body language](#) (article)

While this may be referring to public speaking, it could just as easily translate to smaller audiences, such as when we communicate one-on-one with peers, leaders, subordinates, Family members, and friends. (ideas.Ted.com)

[Simon Sinek - How Great Leaders Inspire Action](#) (video)

Being able to identify your “WHY,” your driving force. Consider new ways of influencing others and promoting desired behaviors through this different lens of leadership. (Ted.talks.com)

[Simon Sinek – Why Good Leaders Make You Feel Safe](#) (video)

Simon Sinek discusses trust and leadership to get a sense of how authentic, value-driven leadership can be a game-changer for your organization. (Ted.talks.com)

ii. At-Home Resilience Building

Great Leaders (see pages 46 and 47)

Watch a video of Simon Sinek discussing trust and leadership, then complete the worksheets about great leader characteristics.

[Optimism Makes You Better – R2PC Fort Bragg \(Video\)](#)

What if we told you that you could be happier, live longer, get sick less often, heal faster, be seen as a better leader, have stronger relationships, perform better under pressure, and just overall be more successful at school and a work by doing ONE thing? Would you do it? Watch the video below to see what that one thing is and how we go about doing it. (www.facebook.com/fortbraggr2pc)

F. Seeking Help

i. Online Resources

[Military Crisis Line](#)

Suicide is a serious concern in the military community. If you are in crisis, or you know someone who is, there are immediate resources available to support you or your loved ones. The [Military Crisis Line](#) connects those in need to a trained counselor with a single phone call or click of a mouse. This confidential, immediate help is available 24/7 at no cost to active duty, Guard and reserve members, their families and friends. Contact the [Military Crisis Line](#) at 800-273-8255,



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then press 1, or access online chat by texting 838255. (www.militaryonesource.mil)

Military/Veterans Crisis hotline:

1-800-273-8255 press 1 <https://www.veteranscrisisline.net/>

Contact your Unit Chaplain or Installation Chaplain's Office

National Suicide Prevention Lifeline:

1-800-273-TALK (8255)

SHARP (<https://www.armymwr.com/programs-and-services/resources/sharp>)

DoD Safe Helpline: <https://www.safehelpline.org> call 877-995-5247

Text: 55-247 (inside the U.S.)

Text: 202-470-5546 (outside the U.S.)

The **[National Domestic Violence Hotline](#)**: 1-800-799-7233

Substance Abuse and Mental Health Services Administration (SAMHSA)

National Helpline 1-800-662-HELP (4357)

The Community Resource Guide

(<https://crg.amedd.army.mil>)

If you are looking for online recovery meetings, here are some ways to stay connected.

- **[AA Online Meetings](#)** (aa-intergroup.org)
- **[NA Online Meetings](#)** (virtual-na.org)
- **[Refuge Recovery Online Meetings](#)** (refugerecovery.org)
- **[SMART Recovery Online Meetings/Forums](#)** (www.smartrecovery.org)
- **[Al-Anon & Alateen Online Meetings](#)** (al-anon.org)

[Sorrow and tragedy will happen to us all. Here are 3 strategies to help you cope:](#) (article)

Being resilient doesn't mean bad things won't happen. It means that when they do, we have strategies to overcome them. We are able to accept what happened, identify where we have control, effectively, and intentionally, choose where to direct our attention, and reflect on whether things we do, think, and say are helping or hurting us. (ideas.Ted.com)

G. Request a Workshop

R2 Performance Centers (see the Site Map on page 2) consist of a team of Performance Experts (PE) who can execute virtual training for individual mastery sessions or group workshops. The intended audience is Soldiers, Family Members, and DA Civilians. See below for a sampling of training and workshops offered:

Managing Thoughts & Emotions

In a stressful time period, it's common for individuals to struggle to cope with counter-productive thoughts and uncomfortable emotions like fear or helplessness. R2 Performance Centers can run customized, virtual workshops that help individuals learn how their thoughts impact their actions and emotions. Further, we can focus on facilitating discussion around research-based patterns of thinking, and help individuals increase their awareness of their own patterns in thinking. Helping to identify patterns of thinking that undermine our resilience is particularly



important. From there, we can teach strategies to help individuals learn to gain greater control over their emotions and reactions by shifting to more productive patterns in thinking.

Values and Beliefs

PEs can facilitate a workshop that helps individuals identify what expectations or values that they are placing on themselves or other people. For example, do you think you should be exercising more now that you're stuck at home? Or do you believe your spouse should be taking on more responsibility around the house? Any time we use the word 'should,' it indicates an expectation we have or a value we hold on what our ideal world would look like. Becoming more aware of our 'shoulds' can help us have more control over our thoughts and emotions when someone (ourselves or others) doesn't live up to expectations. This workshop can help you have more control over your emotions and communicate more effectively with those you work with or have close relationships with.

Stress Management

Many of us experience stress on a daily basis. The stress responses (fight-or-flight) may be even more chronically activated during COVID-19 when our brains are constantly in a state of unknown and scanning for threats. There are several strategies that individuals can use to better cope with stress and regulate the way our bodies are spending precious energy. PEs can teach strategies that include deliberate breathing, re-interpreting the stress response, and leveraging our thoughts to help us regulate our energy levels more effectively.



3. Social

Social resources focus on resources and activities to strengthen individuals through staying connected, maintaining supportive relationships, and combating loneliness and the isolation of quarantining and teleworking.

A. Getting and Staying Connected

i. Online Resources

[Maintaining Wellness for Older Adults and Caregivers](#) (article)

Tips from the University of California at San Francisco for staying well and staying connected. (University of California, San Francisco; Weill Institute for Neurosciences, Department of Psychiatry) (psychiatry.ucsf.edu)

[Social Support: Getting and Staying Connected](#) (article)

Tips to help you create a plan to make, keep and strengthen connections in your life. (Mental Health America) (mhanational.org)

ii. At-Home Resilience Building

[Connections via Rituals & Traditions – R2PC Fort Bragg](#)

Sierra Morris and Alesondra Colbert discuss how we can create or sustain connections with Family or friends using rituals and traditions during the stressful and overwhelming time of self-isolation and quarantine. They then discuss how to make these rituals part of a routine. We know relatedness, the desire to connect and be around other people, is one of the basic psychological needs we all have. However, it's much more difficult to connect with people with the current circumstances we all find ourselves in. (www.facebook.com)

B. Relationships

i. Online Resources

[Human Performance Resources: Relationship Building](#) (website)

Positive relationships have the power to enhance your health, but they also require work. Learn foundational skills to improve your relationships in any context. (www.hprc-online.org)

[Tips for helping a friend experiencing domestic abuse](#) (article)

This guide, developed by the National Network to End Domestic Violence (NNEDV), offers tips on how you can help a friend dealing with domestic abuse while also maintaining your safety during a public health crisis. (nnedv.org)

[Navigating Relationship Safety During the COVID-19 Pandemic](#) (article)

The national emergency spurred by COVID-19 is no exception. To tackle the threat, public health leaders are calling on all of us to modify our behaviors, change our daily routines, and make sacrifices to curb the outbreak. (military one source)

[Relational Resilience](#) (article and video)

When you have Relational Resilience, you know people are depending on you. And you are



depending on others. You draw strength from the emotional support of friends, Family members, deceased loved ones, pets, or even a stranger who smiles your way. (resilienceguide.org)

[Strengthen your Coping Skills with Healthy Relationships](#) (article and live chat option)
Military One Source can help. Our Building Healthy Relationships specialty consultations offer coaching sessions, practical tools, resources and problem-solving techniques. (www.militaryonesource.mil)

[Gottman Card Decks](#) (app)
Provides fun questions, statements, and helpful ideas for improving and strengthening relationships. There are 14 card decks included in the app, each addressing a specific important aspect of a successful relationship. (Gottman Institute)

[Building Relationships & A Love Language Minute](#) (podcast)
These free weekly podcasts are from the author of the 5 Love Languages series, Dr. Gary Chapman. The 54 minutes Building Relationships episodes are stories about building relationships and communication, while the 1-minute Love Language Minute episodes are short blurbs with an exercise to try with your spouse or significant other in order to connect/communicate. (5 Love Languages)

[Small Things Often](#) (podcast)
Podcast from The Gottman Institute that has short episodes (most are around 2-3 minutes) focusing on things people can do to improve their relationships. Recommendations are research-based and are given in bite-sized nuggets. (www.gottman.com)

[The Gottman Institute](#) (blog)
Research-based approach to relationships. (www.gottman.com)

[How to Explain Anything to Anyone - 4 Steps to Clearer Communication](#) (article)
Jake Amorelli delivers strategies one can employ in order to communicate more effectively with others. Focuses on utilizing common language, being succinct and to the point, clarity, and showing enthusiasm for the subject. How we communicate with others can either build or diminish our relationships. If we want strong relationships with others, and to build connection, we need to be able to communicate effectively to them. (ideas.Ted.com)

[How to Lead Difficult Conversations](#) (article)
Adar Cohen discusses that we know communication is important to building relationships, but that doesn't mean it's easy. Especially when we need to address difficult issues. Here are some tips that may help us be more productive during those hard conversations. (ideas.Ted.com)

[10 ways to have a better conversation](#) (video)
This video discusses tips on how to maximize the conversations you have with others in a way that builds connection. With everyone spending more time at home around their immediate families, these tips could come in handy for those that struggle to create those impactful conversations with the ones they love. (Ted.com)

ii. At-Home Resilience Building

Assertive Communication (see page 48 and 49)
Want to communicate more assertively? Learn more.



Communication (see pages 50 and 51)

A mini-lesson on effective and ineffective communication that leaves the lasting impression of developing confidence, clarity, and control in order to communicate effectively and strengthen relationships.

Benefits of Gratitude – R2PC Fort Bragg (Video)

What are some of the benefits we can get from eliciting gratitude?
(www.facebook.com/fortbraggr2pc)

C. Telework

i. Online Resources

[WRAIR: Leadership Checklist for Mitigating Team Stress](#) (PDF)

Tips for leaders to mitigate team stress while working remotely. (www.wrair.army.mil)

[Mental Health and Coping during COVID-19](#) (article)

As an increasingly larger number of people are home due to telework and other COVID-19 restrictions, how does one focus on their mental health during a worldwide pandemic?
(Army.mil)

[Working Remotely - Workplace Mental Health](#) (article)

This resource provides practical tips on taking care of our mental health and well-being while working remotely. (workplace.mentalhealth.org)

[Balancing being at home and work](#) (article)

Army Public Health Center experts offer tips for staying at home without feeling isolated.
(www.dvidshub.net)

ii. At-Home Resilience Building

[Attention Control Tips to Stay Focused R2PC Europe](#) (Video)

Hear from one of our PEs, Daren Koehler, as he gives some tips on staying focused while Teleworking or Teleschooling.

D. Loneliness

i. At-Home Resilience Building

[Fight Against Frustration, Loneliness, and Boredom – Army Europe](#) (Video)

PE Daren Koehler discusses three strategies to fight against the feelings of frustration, loneliness, and boredom. (www.facebook.com/R2PerformanceEurope)

TIPS ON DEALING WITH LONELINESS

Limit Your Loneliness Worksheets (see pages 52 through 57)

Games and activities to help you connect with others.



E. Request a Workshop

R2 Performance Centers (see the Site Map on page 2) consist of a team of Performance Experts (PE) who can execute virtual training for individual mastery sessions or group workshops. The intended audience is Soldiers, Family Members, and DA Civilians. See below for a sampling of training and workshops offered:

Building Connection through Emotional Intelligence, Empathy and Vulnerability

This workshop, focused on increasing our emotional intelligence and empathy, could be delivered virtually as a mastery session for a Family or a few families that are friends. Especially at a time when many of us are feeling all sorts of different emotions on a daily basis, this workshop can help children and adults process what they are feeling and why. Further, help us to understand and therefore be able to display more empathy in how others are feeling and why. This PD can help people increase the quality of their relationships in a time when many people, despite being surrounded daily by Family members, can feel very disconnected. This workshop is meant to be a topic that families can continue to discuss after the completion of the training. There is meant to be some engagement throughout in the current format so would recommend limiting the number of participants/households to 15.

Rapport Building

Developed by the R2 Performance Center at Joint Base Lewis-McChord (JBLM), this hour-long training focuses on how to build rapport with others and both fellow Soldiers and Foreign Nationals. The training was originally designed as an in-person training but, due to COVID-19, it was adapted for online viewing to ensure all participants could observe social distancing orders. The training incorporated research on rapport building and two activities to give Soldier practice with the skills involved in building rapport – the skill of asking open-ended questions and the skill of vulnerability. Specifically, with regard to vulnerability, we discussed the skill of identifying the appropriate level of vulnerability and with whom to share this information. Both skills allow Soldiers to get to know each other on a deeper level, thereby establishing rapport and trust that is necessary to work together most effectively. In addition, both skills were intentionally chosen given these Soldiers' need to eventually build rapport with Soldiers from other countries and cultures. Thus, both skills were directly applicable to the role of an advisor while deployed.



4. Spiritual

Spirituality is often defined as a sense of connection that gives meaning and purpose to a person's life. The spiritual dimension is specifically defined in the Army as the development of personal qualities needed to sustain a person in times of stress, hardship, and tragedy. These qualities come from religious, philosophical, or human values and form the basis for character, disposition, decision making, and integrity." Spirituality is unique to each individual and refers to the deepest part of you. Your spirit provides you with the revealing sense of who you are, why you are here and what your purpose for living is. The spiritual dimension is concept supported by medical evidence-based studies that applies to both religious and non-religious personnel.

There are a multitude of spiritual resources available to help Army community personnel strengthen the spiritual dimension from diverse perspectives. Many of these spiritual resources include diverse pluralistic spiritual disciplines, religious practices and programs, and moral-ethical decision-making resources that are discussed in this section below. The most important organization charged with supporting the spiritual dimension is the U.S. Army Chaplain Corps.

US Army Chaplain Corps Services

Chaplain Corps personnel have continued to serve diverse spiritual needs of religious and non-religious Army personnel since the Army's founding in 1775. The Corps is led by Chief of Chaplains' guidance prioritizing People and Community in supporting Army missions throughout the world. Chaplains, religious affairs specialists, and Chaplain Corps Civilians provide services to Army personnel and family members in every Army organization, delivering spiritual fitness and well-being supporting readiness and resilience. The Chaplain Corps has for decades enhanced global spiritual and religious support through virtual capacities such as video and social media platforms. The COVID-19 crisis has accelerated these virtual capabilities to help protect Soldiers and their families against the harmful potential effects of social isolation that may include suicide, substance abuse, sexual harassment/assault, and domestic violence.

Services the Chaplain Corps continues to perform or provide include, but are not limited to:

- Confidential Counseling – A capability chaplains offer that no other helping professional can similarly provide is no-exceptions confidentiality in one-on-one counseling on spiritual and religious issues. Any Soldier or Family member wanting to speak to a chaplain confidentially as a spiritual advisor capacity about religious, spiritual, or even mere moral-ethical matters of "conscience", can talk freely to a chaplain without risk of disclosure. The privilege belongs to the individual counselee, whether the person is religious or not. There are no exceptions to chaplain confidentiality when the privilege applies unless a counselee provides explicit consent. When a counselee needs counsel from a different spiritual background than what a chaplain is able to personally perform, chaplains are trained to provide other counselors to provide the needed confidential counsel meeting the individual's unique spiritual needs.
- Crisis intervention (Suicide Prevention/Postvention and Critical Incidents) – Many people who either a) are personally at risk to harm themselves or others, or b) know of someone at risk, are hesitant to initially come forward to seek professional help. Knowledge of the confidentiality and anonymity Chaplain Corps personnel offer is therefore highly useful to encourage people to seek chaplaincy help without risk of disclosure. Chaplains are trained to counsel, intervene, and refer at risk personnel to other helping professionals while always fully respecting and maintaining confidentiality requirements.



US Army Chaplain Corps Services

Chaplains, Religious Affairs Specialists, and Chaplain Corps Civilians are conducting religious support capabilities in a virtual capacity to help protect Soldiers and their families against the harmful effects of social isolation.

- Religious education
- Rites, sacraments, and ordinances
- Advisement – The Chaplain Corps is charged to advise Army commands and organizations not only on matters of religion, but also on morals, ethics, and morale
- Worship opportunities
- Community spiritual fitness events
- Strong Bonds – Providing training and/or resources in the following areas: relationships (single, married couples, and families); finances; stress management; decision making; trust; and team building. Family Life Chaplain Services -- Family Life Chaplains are trained at the Master's level in couples, Families, and individual counseling. Local unit ministry teams and garrison chaplains can assist Army personnel in contacting available Family Life chaplains serving at the installation and unit level to provide advanced family relationship services and resources.

Chaplain Clinicians -- Chaplains who serve in the Army's medical facilities such as hospitals, medical centers, and combat support hospital units. These chaplains receive one year-long advanced intensive clinical training to ensure they are capable of providing in-depth assessments as part of medical multidisciplinary treatment teams.

[U.S. Army Chaplain Center and School](#) - Religious Education Resources

Religious education in the U.S. Army involves the provision of comprehensive, lifelong religious education/faith formation programs and processes that include all ages, respond to diverse life situations, and facilitate the readiness and resilience of the Army community. (usachcstraining.army.mil)

A. Online Resources

In addition to the diverse types of support provided to the Army community by the Chaplain Corps summarized above such as Strong Bonds programs, other organizations provide spiritual support such as medical, public health, and educational organizations. This section provides broad spiritual resources; section (ii) follows with spiritual resources applicable for distinctly religious groups.

i. General Spiritual Online Resources

Installation Family Life Chaplains are Master's level trained in couple, Family, and individual counseling.

[U.S. Army Community Resource Guides](#) (website)

These Community Resource Guides list programs and services available to members of US military communities including military service members, their Family members, DoD civilian personnel and retirees. (crg.amedd.army.mil)

[Army Public Health Center](#) (website)

Spirituality is often defined as a sense of connection that gives meaning and purpose to a



person's life. This site provides articles and resources related to Spiritual Health. (phc.amedd.army.mil)

[The American Medical Association](#) (website)

A COVID-19 Ethics resource center which aims to promote ethical reflection and decision making during this pandemic. (journalofethics.ama-assn.org)

[The Nuffield Council of Bioethics](#) (website)

List of resources focusing on the ethical aspects of the pandemic. Resources are split into several categories including blog/opinion, news pieces, journal articles, guidance/policy, and multimedia. (www.nuffieldbioethics.org)

[A Persistent Fire](#). (downloadable book)

This free recent professional ethical resource edited by Chaplain (Colonel) Timothy Mallard, Ph.D., with a Preface by CSA General James McConville explores ethical issues from diverse perspectives including ethical praxis in diverse settings, and essays from subject matter experts on "ethical implications for holistic servicemember care" available for free pdf download at <https://ndupress.ndu.edu/Publications/Books/A-Persistent-Fire/>

ii. Specific Religious Online Resources

[Right Now Media Network](#)

This interdenominational Christian resource includes over 25,000 videos covering practical resiliency issues like parenting, marriage, and finances from leading religious leaders and organizations. This resource is available for use by all Soldiers, Families, and DA Civilians; simply contact your local installation or garrison chaplain office for more information about obtaining full access. (www.rightnowmedianetwork.org)

[Our Daily Bread App](#)

The Our Daily Bread devotional is read by millions of people around the world and encourages people to spend time with God every day. (odb.org)

[Gottman Card Deck App](#)

This free app provides great discussion starters for couples in deepening relationships (some content not appropriate for children). (www.gottman.com)

[Formed: The Catholic Faith: On Demand](#) (website)

FORMED provides the very best Catholic content from more than 60 organizations to help parishes, families and individuals explore their faith anywhere. Supporting thousands of movies, children's programs, eBooks, audio, parish programs and studies direct. (formed.org)

[Children's Resources from the Church of Jesus Christ of Latter-Day Saints](#) (website)

Link to the Children's section of their web site. (www.churchofjesuschrist.org)

[BimBam](#) (website)

BimBam uses digital storytelling to spark connections to Judaism for learners of all ages. (www.bimbam.com)

[Chabad.org](#) (website)

Internet site for virtual Jewish congregation. (www.chabad.org)



[Sound Vision](#) (website)

Provides reflections, tips, and guidance to Muslim Western families on daily living.
(www.soundvision.com)

[Dharma Sun](#)

The teachings found here offer advice on how to live a meaningful life of compassionate wisdom in accordance with the Buddha's view. (dharma-sun.org)

iii. At-Home Resilience Building

“Value Subtraction” Worksheet (see page 58)

Activity to increase awareness of and dive deeper into understanding your core spiritual values

Personal Philosophy (see page 59)

Use this worksheet to create your personal philosophy.

Ethic Guidelines:

Ethical Reasoning within Army Design Methodology (see page 60)

The following ethical reasoning framework is designed to help leaders reason through complex ethical problems or decisions consistent with Army design methodology.

The Joint Ethics Regulation Ethical Decision-Making (see page 61)

Ensure careful review of ethical consequences when alternative solutions seem proper under existing laws and regulations.

B. Request a Workshop

R2 Performance Centers (see the Site Map on page 2) consist of a team of Performance Experts (PE) who can execute virtual training for individual mastery sessions or group workshops. The intended audience is Soldiers, Family Members, and DA Civilians. See below for a sampling of training and workshops offered:

Understanding Ethics & Moral Justification

Soldiers, Families, or DA Civilians that are faced with ethical dilemmas or need to hold a strong moral value system would benefit from this training. PEs can facilitate a 1-to-2-hour workshop or series of workshops that teach individuals how to understand how their values may contribute to ethical dilemmas, strategies to use for ethical decision making, and typical patterns of moral justification to avoid. To help individuals be more effective decision makers, raise awareness of the differences in personal values, and understand how to avoid justifying unethical behavior.



5. Family

Family Resources focuses on activities and resources that help Families of both married and single Soldiers navigate the daily challenges that come with a life of military service. This section includes Family Harmony, talking with children and helping them cope, learning resources, and how to seek help for a Family member.

A. Family Harmony

i. Online Resources

[Start with the Relationship](#) (article with audio)

The purpose of this Parent's Guide is to help you increase resilience in yourself as well as in your children. (resilienceguide.org)

[How to Keep Stress Away While Everyone Is Home](#) (article)

Military One Source: You've got experience adapting to unexpected changes in your life from being a member of the military community. Here are some ways to deal with the pressures of sheltering in place. (www.militaryonesource.mil)

[10 Ways to Practice Resilience](#) (article)

Military One Source: Military families are used to uncertainty and challenges and already have skills needed to remain resilient in challenging times. Difficult or stressful situations can be an opportunity to practice your resilience skills and share them with others. (www.militaryonesource.mil)

[COVID-19 and Family Caregiving](#) (article)

Caregivers are great at planning ahead and managing unexpected health crises, but with COVID-19, you may not have time to plan, or sort through the rapidly changing and sometimes conflicting available information. These tips can help keep you and your loved ones as safe as possible. (caregiveraction.org)

[Family Routines during the COVID-19 Pandemic](#) (article)

Military One Source: Reliable routines can be important tools to help children learn to manage day-to-day life. But in uncertain times like the current coronavirus disease 2019 pandemic, having reliable routines is even more important to help both children and adults handle daily challenges and continue to thrive. Here are tips to consider as you navigate your military Family's routine. (www.militaryonesource.mil)

[Maintaining wellness for older adults and caregivers](#) (article)

Life as we know it has changed and will continue to do so for the next weeks or months. Many older adults have been through life changes and health issues that required adaptation and have great resilience and wisdom. These traits will help them get through another difficult time. (University of California San Francisco, Weill Institute for Neurosciences, Department of Psychiatry) (USCF.edu)

[Relationship Communication Tips during COVID-19](#) (article)

Military One Source: Here are tips for improving your communication skills as you work through COVID-19 concerns together. (www.militaryonesource.mil)



[Military Families Learning Network](#) (website)

Family Development want to share resources that can help families and children cope during difficult times. The resources are not exhaustive, but they do provide helpful, updated and concise information. (militaryfamilieslearningnetwork.org)

[For families with mental health challenges](#) (article)

Here are a few ideas that may help you and your Family get through some long days of togetherness under one roof as you engage in physical distancing from much of the rest of the world. (University of California San Francisco, Weill Institute for Neurosciences, Department of Psychiatry) (USCF.edu)

[Household Checklist](#) (article)

Centers for Disease Control & Prevention: As a Family, you can plan and make decisions now that will protect you and your Family during an outbreak. (www.cdc.gov)

[Living well: Family harmony while under shelter at home](#) (article)

Here are a few ideas that may help you and your Family get through some long days of togetherness under one roof as you engage in physical distancing from much of the rest of the world. (University of California San Francisco, Weill Institute for Neurosciences, Department of Psychiatry) (USCF.edu)

[Navigating Change: Home Instruction](#) (website)

Military Child Education Coalition (MCEC): Navigating Change is a new virtual learning series for novice & experienced educators. The series is designed for all educators, including those who have suddenly entered the unfamiliar waters of home instruction. (www.militarychild.org)

ii. At-Home Resilience Building

Conflict Contract (see page 62)

Confident, clear, and controlled worksheet to work through conflict discussions confidently, clearly, and controlled.

Family Readiness and Resilience Planning Worksheet (see pages 63 through 65)

For individuals at home on lock down, it's important to create a routine and daily schedule that is realistic, not idealistic. Routines help create structure and expectation which can reduce stress and increase productivity, but in order for a routine to have these impacts, it has to be something the entire Family can agree to and follow. Be sure to incorporate the 5 dimensions of personal readiness into your routine. The 5 dimensions of personal readiness are Physical, Psychological, Social, Family Preparedness and Spiritual.

B. Talking to Children

i. Online Resources

[Discussing Coronavirus with your Children](#) (article)

When parents feel calm and clear in their own understanding, it is easier to be calm and clear when explaining tough topics to children. (cstsonline.org)



ARD Ready and Resilient Resource and Activity Guide



[Finding the Right Words to Talk with Children and Teens about Coronavirus](#) (article)

Help children of all ages understand basic information about what the coronavirus is and why it is currently such an important topic. (cstsonline.org)

[Preparing Your Family](#) (web site)

Link to the sub-section of the CDC web site discussing how to keep your family from getting sick with COVID-19. (cdc.gov)

[Talking with children about Coronavirus Disease](#) (web site)

Link to the sub-section of the CDC COVID-19 web site with messages for parents, school staff, and others working with children. (cdc.gov)

[Child Mind Institute](#) (web site)

Talking to Kids About the Coronavirus. (childmind.org)

[How to Avoid Passing Anxiety on to Your Kids](#) (article)

Implement strategies to help ensure that you do not pass your anxiety on to your kids. (childmind.org)

[Helping Children Cope With Changes Resulting From COVID-19](#) (web site)

Tips for parents from the National Association of School Psychologists. (nasponline.org)

[How to talk to children about COVID-19](#) (article)

Here are some helpful articles on how to talk with children about a pandemic and developmentally appropriate ideas for how to keep them feeling good during unpredictable times. (University of California, San Francisco; Weill Institute for Neurosciences, Department of Psychiatry) (UCSF.edu)

[How to talk to your Child about Coronavirus Disease 2019 \(COVID-19\)](#) (article)

8 tips to help comfort and protect children. (UNICEF.org)

[Talking to Kids When they Need Help](#) (article)

Getting your kids to open up and talk to you can feel like a challenge. The following tips can be helpful in starting a conversation and understanding what's going on in their lives. (APA.org)

[How to Talk to Your Kids About Coronavirus](#) (website)

Public Broadcasting Services: Articles, videos, and activities for children 2-8 years old. (www.pbs.org)

[Talking with Children About the Coronavirus](#) (article)

CDC has created guidance to help adults have conversations with children about COVID-19 and ways they can avoid getting and spreading the disease. (www.cdc.gov)

[Coronavirus: A Comic Book for Kids](#) (PDF)

Exploring the New Coronavirus: A Comic Book Just for Kids. This creative comic book informs kids about the coronavirus in a way that makes sense to them. It also teaches them not to be scared but smart, with simple actions they can take daily to protect themselves and others from getting sick. (National Center for Youth Issues) (ncyi.org)



[Just for Kids: A Comic Exploring the New Coronavirus \(NPR\)](#) (article and printable PDF)

This is a comic based on a radio story by NPR based on answers from experts about what kids might want to know about the new coronavirus discovered in China. (www.npr.org)

C. Helping Children Cope

i. Online Resources

[ChildMind.org](#) (website)

This website provides three-minute tips that help with parenting when children are home during the pandemic. (childmind.org)

[Helping Children Cope](#) (website)

Essential tips for sheltering in place with children from the USCF faculty and a list of resources to help children cope with fear. (University of California, San Francisco; Weill Institute for Neurosciences, Department of Psychiatry) (psychiatry.ucsf.edu)

[Helping Children Cope](#) (article)

Disasters can leave children and teens feeling frightened, confused and insecure. Their responses can be quite varied. It's important to not only recognize these reactions, but also help children cope with their emotions. (Ready.gov)

[Helping Children Cope Based on their Age](#) (article)

Tips to help reduce stress before, during, and after a disaster or traumatic event. (CDC.gov)

[Helping Children Cope with Emergencies](#) (article)

Article from the Centers for Disease Control about helping children to cope with emergencies.

[Helping Children Cope with Stress \(WHO\)](#) (infographic)

World Health Organization Infographic about helping children cope. (www.who.int)

[Helping Families Cope During the Coronavirus](#) (downloadable PDF)

Provides information for parents and caregivers about infectious disease outbreaks in your community. This resource will help parents and caregivers think about how an infectious disease outbreak might affect their Family— both physically and emotionally—and what they can do to help their Family cope. (National Child Traumatic Stress Network) (www.nctsn.org)

[Supporting Emotional Development in Adolescents](#) (article)

How parents and caring adults can support emotional development in adolescents. (Office of Adolescent Health, Department of Health and Human Services) (HHS.org)

[Ways to Promote Children's Resilience](#) (article)

Promoting child resilience by encouraging five protective factors (1) sensitive, responsive caregiver presence, (2) meeting basic needs of children, (3) providing emotional support (3R's: reassurance, routine, regulation), (4) support for own well-being as caregiver, and (5) social connectedness. (Childtrends.org)

[Building Resilience for Teens](#) (article)

This article is written specifically for young people from 12 to 18 years of age. Your teen will get



the most out of this article if he or she also reads [For Teens: Creating Your Personal Stress-Management Plan](#) and downloads [My Personal Stress Plan \(PDF\)](#). (healthychildren.org)

[Navigating Change](#) (website)

A new virtual learning series for novice and experienced educators. The series is designed for all educators, including those who have suddenly entered the unfamiliar waters of home instruction. Sessions are free and registration is not required. (militarychild.org)

[Turn Quarantine Time into Quality Time](#) (article)

Here's some things you and your Family can do to pass the time while practicing good social distancing habits. (af.resilience.mil)

ii. At-Home Resilience Building

Can Your Language Influence Your Child's Performances? (see pages 66 through 68)

Ways to use effective praise with children.

Teaching Kids About Their Thoughts ((see pages 69 and 70)

The benefits of optimism and a Sunny Thought/Rainy Thought game.

D. Learning

i. Online Resources

[Learning resources and home-schooling support](#) (website)

Resources for parents on cultural resources, home schooling for children with special needs, learning issues, autism spectrum, and resources for food insecurity and school lunches. (University of California, San Francisco; Weill Institute for Neurosciences, Department of Psychiatry) (UCSF.edu)

[Educational Resources](#) (PDF)

List of companies offering free subscriptions due to school closings. (amazing education resources.com)

[Fred Rogers Center](#) (website)

Resources from the Fred Rogers Center in addition to partner organizations for ways to create learning opportunities and structure for children. (www.fredrogerscenter.org)

[Sanford Harmony](#)

Free social emotional learning program for preK-6th grade students designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults. Integrates diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships. (www.sanfordharmony.org)

[JKO Military and Civilian Community Resources Pre- and Post-Deployment](#)

Courses for Soldiers and families covering common concerns pre-, during, and post-deployment.



JKO Course Number – US009 Resources Pre-Deployment

This lesson reviews resources available to military families in the military and civilian community. You will be able to describe and select military and civilian community resources appropriate to meet various life situations that could happen as you prepare and experience deployment.

JKO Course Number – US014 Connecting to Other Military Families Pre-Deployment

If you are looking for tips, techniques, and strategies to connect to others who have or are experiencing deployment and military life, this is the lesson for you! It will introduce helpful tools and strategies for Service Members and their families to use prior to deployment to connect with other military families.

JKO Course Number – US017 Connecting to Other Military Families During Deployment

In this lesson you will learn how to establish and maintain connections with other military families and build your support network. By the end of this lesson, you should be able to: identify types of connections available to Service Members and Family members and apply strategies to maintain connections with military families.

JKO Course Number – US021 Resources During Deployment

During deployment, you can turn to these private, nonprofit, and government organizations for assistance and guidance on a range of topics, including finances, legal questions, emotional and mental challenges, and more. These resources are available to you, so take advantage!

JKO Course Number – US032 Resources Post Deployment

During Deployment. Military and civilian community resources are available to you and your Family members to support you throughout the deployment cycle. During deployment, you can turn to these private, nonprofit, and government organizations for assistance and guidance on a range of topics, including finances, legal questions, emotional and mental challenges, and more. These resources are available to you, so take advantage!

[Smithsonian Distance Learning Resources](#) (website)

Teachers have access to millions of digital resources from across the Smithsonian's museums, research centers, libraries, archives, and more. You will also find pre-packaged collections that contain lessons, activities, and recommended resources made by Smithsonian museum educators. (learninglab.si.edu)

[Virtual Field Trips from Discovery Education](#) (website)

Join live for new Virtual Field Trips or watch them on demand later. Each no-cost Virtual Field Trip comes with a companion guide with standards-aligned and hands-on learning activities. (www.discoveryeducation.com)

ii. At-Home Resilience Building

[Academic Skills Series \(Part 1\) – R2PC Fort Bragg](#) (Video)

I'm betting a lot of you, or your children, are finding yourselves in a whole new kind of classroom these days...a virtual one and/or home schooling. This transition can be a lot for everyone



involved, and while the content of what you're learning might be the same, the method in which you're learning it may not be. To help with this, we're going to be bringing you a variety of our academic performance skills for you to use to help you retain information, study more effectively, do better on your tests, and more! (www.facebook.com/fortbraggr2pc)

E. Seeking Help for a Family Member

i. Online Resources

[SAMHSA for Families](#) (website)

Resources for Families coping with Mental and Substance Use disorders. This website has numerous resources for Family Members struggling with drug and/or alcohol problems, as well as mental health disorders. (www.samhsa.gov)

[Health and Human Services](#) (website)

There are listed numerous resources listed for military families and veterans about employment, health, substance abuse and children and families. (www.hhs.gov)

[Military Kids Connect](#) (website)

A Defense Health Agency website for military children and adolescents to build resilience and promote wellness. Has important links and apps specifically addressing the common stressors of military families. (militarykidsconnect.health.mil)

[Zero to Three](#) (website)

Information and resources to support families with younger children during COVID-19. (www.zerotothree.org)

[Sesame Street Workshop](#) (website)

Has numerous videos to teach and support children and families during COVID-19, presented to appeal to young audiences and assist parents and teachers. (www.sesamestreet.org)

[Military Family Resources - American Academy of Child and Adolescent Psychiatry](#) (website)

Numerous resources related to stressor experienced by Military Families as well as where to find help in the community. (www.aacap.org)

[Military Child Education Coalition](#) (website)

Provides programs, services and professional development to meet the needs of military-connected students, parents, and professionals. A special section on COVID-19 information and resources is available. (www.militarychild.org)

[AARP Free Resources for Military Families](#) (website)

Good list of resources and links for Military Families seeking care for Family Members. (www.aarp.org)

Counseling and Professional Assistance



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Military Treatment Facility (MTF) – Many MTFs have resources to assist you if you are having difficulty coping. Contact your Primary Care Manager or the Department of Behavioral Health at your local MTF to inquire about services.

On-Post Non-medical Counseling Services – Many Army posts have non-medical counseling and assistance available to assistance you such as Family Life Chaplains, Military and Family Life Counselors (MFLCs), Exceptional Family Member Program Resource Navigators, and other resources. Contact your local on-post resources to inquire about services.

[TRICARE COVID-19 Resources](#) (website)

TRICARE offers TeleHealth services for Military Families. In addition, there is a Military Health System nurse advice line available to assist in finding care. Call 800-TRICARE.

[Military Crisis Line](#) (website)

Resource for providing assistance to Military and Military Families that can be assessed by phone, texting or chat online. Call 800-273-8255. (www.veteranscrisisline.net)

[Military OneSource](#) (website)

Military OneSource has confidential help available for Family Members that is available 24/7. Get personalized support by calling 800-342-9647. For children and adolescents 6-17 non-medical counseling is available for you by calling 800-342-9647. If there is an immediate crisis call the **Military Crisis Line: 800-273-8255**.

[Vet Centers](#) (website)

During COVID-19 the Vet Centers are providing face-to-face and virtual counseling and outreach for Veterans, active duty service members, and their families. To contact the center near you call 877-WAR-VETS (927-8387). (www.vetcenter.va.gov)

[Cohens Veterans Network](#) (website)

Provides free behavioral health services for Military Families including virtual behavioral health. Call 833-CVN-VETS to learn about Telehealth for Military Families. (www.cohenveteransnetwork.org)

[Give an Hour](#) (website)

Behavioral Health resource for Military Families that provides services at no cost. Go to website for more information on availability of providers in your geographic area. (giveanhour.org)

[Red Cross Supporting Military Families](#) (website)

Red Cross provides services and resources for Military Families in need of help. (www.redcross.org)

[Moving Forward](#) (website)

Provides online course and resources for overcoming life's challenges for Veterans, active duty service members, and their families. (www.veterantraining.va.gov)

[Mental Health America Screening Tools](#) (website)

Online screening in English and in Spanish for many common mental health disorders with a list of resources for seeking assistance. (screening.mhanational.org)



Seeking Help for Substance Abuse

Addiction is a chronic disease. It can be prevented, and it can be treated. It is critical that we do not forget about the nation's addiction crisis, in our response to COVID-19, and instead build a comprehensive multi-agency approach that will prevent the spread of addiction and ensure access to treatment for all those in need.

Signs and symptoms that indicate Alcohol Use Disorder may include:

- Unable to control the amount of alcohol you consume
- Wishing to cut down on alcohol but unable to do so
- Spending a significant amount of time in drinking, accessing alcohol or recovering from its use
- Feeling a strong urge to drink alcohol
- Failing in fulfilling obligations at your work, home or school due to alcohol use
- Continuing to consume alcohol even when you know it is leading to social, physical or interpersonal problems
- Neglecting or reducing other activities and hobbies for drinking alcohol
- Developing alcohol tolerance such that you need to consume more alcohol in order to feel the desired effects
- Experiencing classic withdrawal symptoms such as sweating, nausea, alcohol cravings and shaking when you are not drinking or have quit drinking it

There are numerous resources available for Soldiers and their Family members who are ready to seek help for problematic alcohol use, these include:

Behavioral Health Resources Available for Soldiers:

- Behavioral Health Officer
- Embedded Behavioral Health Team
- Primary Care Provider
- Unit Physician's Assistant or Medics
- Military OneSource

Family Members can also seek assistance through the Child and Family Behavioral Health Services within their assigned MTF.

For Soldiers it is important to know that the Army has expanded treatment options to allow Soldiers meeting prescribed criteria to volunteer for and receive treatment for alcohol-related substance use disorders, aftercare, and proactively re-enter treatment without being mandated to participate in a treatment program. Implementation of this voluntary care process has often allowed for early intervention prior to an alcohol related incident and has increased readiness to the Force.

If you are not ready to seek medical help, try to cut down on the amount of alcohol you consume. Introduce other activities into your life that have a positive result such as yoga, meditation, or exercising.



F. Financial

i. Online Resources

[Protecting your finances during the Coronavirus Pandemic](#) (website)

If you are facing financial difficulties as a result of the pandemic, we have resources to protect and manage your finances. (consumerfinance.gov)

[Financial Counseling](#)

You don't need to tackle issues like mounting debt or saving for college or retirement alone; Military OneSource financial counselors are available in-person, over the phone and video. Financial counseling gives you an opportunity to talk to a trained professional – one who is familiar with the issues that affect service members – about your questions and receive referrals to services and programs that meet your specific needs. Rest assured, Military OneSource financial counselors will not push products or plans on you. (www.militaryonesource.mil)

G. Request a Workshop

R2 Performance Centers (see the Site Map on page 2) consist of a team of Performance Experts (PE) who can execute virtual training for individual mastery sessions or group workshops. The intended audience is Soldiers, Family Members, and DA Civilians. See below for a sampling of training and workshops offered:

Learning Each Other's Strengths and Building Cohesion

Spouses and/or Parents and Children could benefit from this workshop geared at bring the Family closer together through Character Strengths. Because the intent is conversation and learning about each other, smaller groups or mastery sessions are recommended. Parents/Spouses take the full 240 question Values in Action (VIA) Character Strengths survey; Kids take they VIA Youth survey, which is a 24-question assessment. The workshop would focus on facilitation conversation around what individuals learned about themselves, where they see strengths show up in the daily actions of themselves and their loved ones, and how to build winning streaks off an understanding of our strengths. This would give the parents an opportunity to identify what traits their kids value, and what shows up most often in their behaviors, while also allowing spouses to identify what strengths show up most often between one another.

Assertive Communication

Families and close working relationships could benefit from workshops that discuss effective communication strategies. First, there are many difficult topics that may warrant discussion during an environment of constant change. For example, families may need to discuss financial challenges and subsequent budget changes, or close working relationships may need to re-examine priorities and the way we tend to communicate throughout the workday. As a result, PEs can facilitate a workshop that targets effective assertive communication strategies that will increase effective problem solving while maintaining or building the quality of the relationship.

Will you be there for me when things go right?

Research shows that for the relationships that are most important to us (spouse, kids, Family, close friends) the way we respond to someone's good news is just as important as how we respond to someone's bad news. For the relationships that are most important to us, it is critical that we learn how we tend to respond when those we care about share a positive experience



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with us. For example, do you just smile and nod because you're busy answering e-mails? Do you tend to poke holes in the good news because you have concerns about it? The way we respond in these moments can either build or break our closest relationships. Research shows that if we can get it right, we will experience increases in trust, intimacy, and fun while experiencing decreases in conflict and daily hassles. PEs can facilitate a workshop around what the four different styles of responding look like, what your own personal style of responding is, and how to shift to the one style that actually builds our relationships.



6. Appendix



Train Your Body and Your Brain



Complete 20 exercises and 20 riddles. Each exercise lasts 60 seconds, start the exercise then read the riddle, if you get the riddle correct move to the next exercise. If you get it wrong complete the exercise for the full 60 seconds.

- 1. Exercise:** Jumping jacks **Riddle:** What has to be broken before you can use it?
- 2. Exercise:** Squats **Riddle:** I'm tall when I'm young, and I'm short when I'm old. What am I?
- 3. Exercise:** Calf raises **Riddle:** What month of the year has 28 days?
- 4. Exercise:** Walk in place on heels **Riddle:** What is full of holes but still holds water?
- 5. Exercise:** Walk in place on toes **Riddle:** What question can you never answer yes to?
- 6. Exercise:** Forward lunges **Riddle:** What is always in front of you but can't be seen?
- 7. Exercise:** Backwards lunges **Riddle:** There's a one-story house in which everything is yellow. Yellow walls, yellow doors, yellow furniture. What color are the stairs?
- 8. Exercise:** Plank **Riddle:** What can you break, even if you never pick it up or touch it?
- 9. Exercise:** Plank with leg raises **Riddle:** What goes up but never comes down?
- 10. Exercise:** Crunches **Riddle:** A man outside in the rain without an umbrella or hat didn't get a single hair on his head wet. Why?
- 11. Exercise:** Reverse crunches **Riddle:** What gets wet while drying?
- 12. Exercise:** Full sit up **Riddle:** What can you keep after giving to someone?
- 13. Exercise:** Push-ups **Riddle:** I shave every day, but my beard stays the same. What am I?
- 14. Exercise:** Triceps dips **Riddle:** You see a boat filled with people, yet there isn't a single person on board. How is that possible?
- 15. Exercise:** Glute bridge **Riddle:** You walk into a room that contains a match, a kerosene lamp, a candle and a fireplace. What would you light first?
- 16. Exercise:** Right side crunch **Riddle:** A man dies of old age on his 25 birthday. How is this possible?
- 17. Exercise:** Left side crunch **Riddle:** I have branches, but no fruit, trunk or leaves. What am I?
- 18. Exercise:** Super-man **Riddle:** What can't talk but will reply when spoken to?
- 19. Exercise:** Bird dogs **Riddle:** The more of this there is, the less you see. What is it?
- 20. Exercise:** Feet elevated plank **Riddle:** David's parents have three sons: Snap, Crackle, and what's the name of the third son?

Answer Key

1. An egg 2. A candle 3. All of them 4. A sponge 5. Are you a sleep yet? 6. The future 7. There aren't any, it's a one story house 8. A promise 9. Your age 10. He was bald 11. A towel 12. Your word 13. A Barber 14. All the people on the boat are married 15. The match 16. He was born on February 29 17. A bank 18. An echo 19. Darkness 20. David



Family Scavenger Hunt: House Exercise Edition



Instructions: Begin in the living room with your family. Share the first item to find on the list. Everyone searches for the item individually and reports back in the living room with the total number of items you found. Add the total number of items your family found and perform that many repetitions of the associated exercise. (Ex: You have been asked to find pillows in your house. The associated exercise is jumping jacks. Dad finds 6, Mom finds 4, son finds 3 and daughter finds 2 – Add the total number of pillows your family found and do that many repetitions of jumping jacks. Each family member does 15 jumping jacks) Repeat this process for each item on the list.

1. How many chair legs are in your house?
Jumping Jacks
2. How many pens and pencils are in your house?
Crunches
3. How many light bulbs are in your house?
Air Squats
4. How many stuffed animals are in your house?
Mountain Climbers
5. How many dairy products are in your house?
Burpees
6. How many letters are on the cover of the first book you find?
Jumping Jacks
7. How many cabinet doors do you see in your house?
Mountain Climbers
8. How many rolls of toilet paper are in your house?
Crunches
9. How many clocks are in your house?
Burpees
10. How many ceiling fans blades can you find?
Air Squats



SLEEP DIARY



Do you feel sleepy during the day or have trouble focusing while at school or work? Do you have trouble staying asleep, falling asleep, or waking up earlier than you'd like? Do you rely on coffee and energy drinks to get you through the day? This may mean that you're not building effective sleep habits and/or could benefit from tracking issues with sleep to talk to a doctor.

If you want to get ahead of the curve, start keeping a sleep diary to help you track your sleep behaviors and habits.

A sleep diary is a record of your sleep patterns and habits that include things such as:

- What time you went to bed
- How long it took to fall asleep
- The time you get up in the morning
- How many times you woke up during the night
- How refreshing the sleep was
- What may have been interfering with your sleep (e.g. temperature, breathing issues)
- Number of caffeinated beverages throughout the day
- Number of alcoholic beverages throughout the day
- Medications taken throughout the day
- Time spent exercising
- Activities leading up to sleep (e.g. 1 hour before bedtime)

You can use a diary to give you a better idea of your sleep patterns and habits, be more proactive about sleep solutions, give a doctor critical information about your sleep patterns, and possibly monitor if changes you are making are effective in improving your sleep habits.



Mindfulness: 3x3 Exercise



When I notice that I'm having trouble staying in the moment, I will ground myself back into my present experience by naming 3 things I can see, hear, and feel in my immediate surroundings.

I SEE:

1. _____
2. _____
3. _____

I HEAR:

1. _____
2. _____
3. _____

I FEEL:

1. _____
2. _____
3. _____

Stop Catastrophizing By **PUTTING IT IN PERSPECTIVE**



What is "Catastrophizing?"

- Ruminating on irrational, worst-case scenarios
- Downward-spiral thinking that wastes energy
- Creates high levels of anxiety, reduces focus, and is counterproductive

PUT IT IN PERSPECTIVE

SELF-AWARENESS



Recognize when catastrophic thoughts are hijacking your attention.

POSITIVE EMOTIONS



Do something that generates a positive emotion:

- Call a loved one
- Watch a funny video
- Do a deep breathing exercise

PURPOSEFUL ACTION



Once you're calm, make a reality-based plan focusing on the most likely outcome and what you can control.

Deliberately using positive emotions can help keep you calm and problem-solve creatively.

For more ways to strengthen your resilience connect with us at:

www.facebook.com/ArmyResilience
www.twitter.com/ArmyResilience



Great Leaders



Watch this video of Simon Sinek discussing trust and leadership to get a sense of how authentic, value-driven leadership can be a game-changer for your organization:

https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

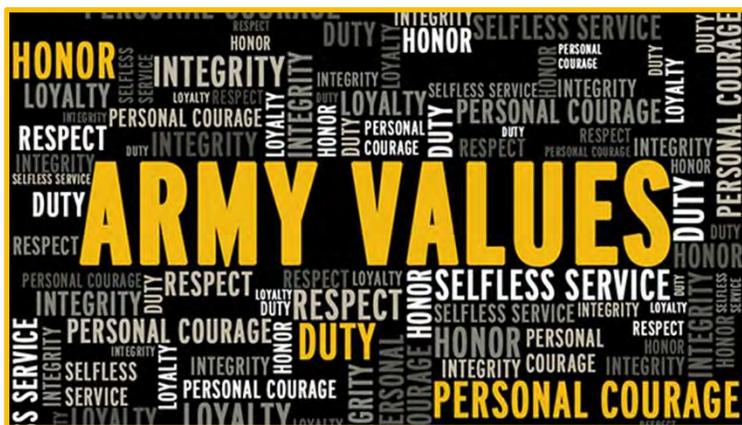
What does it mean to be a great leader?

1. Identify one person throughout your life that you consider to be a great leader; someone you aspire to be like.

2. List out the characteristics which you believe make this person an effective leader.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Based on the list above, narrow it down to FIVE characteristics that you believe make this person and effective leader AND that you want to incorporate into your own style of leadership.





Great Leaders



4. Rate yourself on how well you believe you are implementing these five characteristics into your style of leadership.

_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10

5. For those characteristics you identified that you aren't doing as well at implementing into your leadership style, come up with a S.M.A.R.T. (*specific, measurable, action-focused, realistic, and time-bound*) plan to bring more of them to your daily leadership:



Assertive Communication



The Communication Spectrum:

← Passive ----- Assertive ----- Aggressive →

- Communication is a skill, not a personality trait. We all can communicate with others anywhere along this spectrum, although we may already have a style that we're most comfortable with.
 - Aggressive communication can be helpful when there is an urgency and importance to the message that is being sent.
 - Passive communication can be helpful when you are receiving information, or trying to avoid rocking the boat.

Assertive communication can be helpful when (1) you're trying to address a problem or concern, and (2) you want to maintain or build the relationship with the individual you're speaking to

Tips for Assertive Communication:

- Do your homework
 - Take responsibility – spend time thinking about how you may have contributed to the problem or issue, and be able to own up to it during the conversation.
 - Understand any core values that may be driving your anger, frustration, disappointment, etc
- Be specific when describing the problem and minimize exaggeration
- Be a good listener, try and repeat back what you're hearing (listen, don't just wait for your opportunity to speak)
- Use "I statements" – frame things from your perspective
 - "you" statements that can lead to defensiveness from the other person.
- Ask questions – try and pre-plan questions to ask that allow you to get the other person's perspective, have a better understanding of the situation, and work towards a win-win



ASSERTIVE COMMUNICATION



THE IDEAL MODEL

Describe the scenario:

I

Identify and understand the problem:

(What values and/or beliefs are in play? Think about the scenario from multiple perspectives to make sure you're being accurate and thorough with your thinking)

D

Describe the problem objectively and accurately:

(The who, what, when, and where; just the facts of the situation to orient the other person to the conversation and help them jog their memory of the issue in question)

E

Express your concerns and how you feel (when appropriate):

(Try to use accurate language to describe the specific concerns you have and the specific emotions you're experiencing if it is appropriate in the workplace environment)

A

Ask the other person for his/her perspective:

(You may learn some new information & it shows that you value the relationship)

Ask for a reasonable change:

(There may be some compromise here, but the change you settle on should be realistic)

L

List the positive outcomes that will occur if the person makes the agreed upon change:



COMMUNICATION



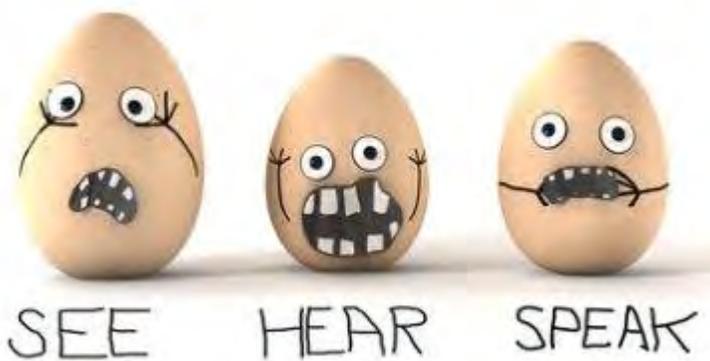
What are the characteristics of INEFFECTIVE communication?

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What are the characteristics of EFFECTIVE communication?

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What are some of the obstacles that prevent you from communicating effectively all of the time?





COMMUNICATION



What strategies can you use to overcome these obstacles?

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How are you going to hold yourself accountable to use these strategies?

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How are you going to hold others accountable to use these strategies?

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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 video chat, 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 video chat 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!)





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



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: 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?





Value Subtraction



BLUF: Activity to increase awareness of and dive deeper into understanding your core values

Materials:

Index cards and pens/pencils for everyone in the group (each person should have 12 index cards)

Rules:

Each person will write one thing they value per card (so they should end up with 12 things that they value, one written on each card). Then, have them eliminate 6, so they're left with 6. Discuss. Have them eliminate 2 more values (left with 4). Discuss. Eliminate 1 (left with 3) and discuss. Eliminate 1 (left with 2) then discuss. Then eliminate one more so they are left with only one value. Discuss.

Debrief:

Mini debriefs will occur after each round of elimination. Ask participants examples of values they chose to eliminate and why they chose those. The difficulty comes when the number of values gets smaller (like the last 2-3 rounds). Ask participants why it became more difficult. How did they chose which values to eliminate, because at that point the values are probably more of those core values and beliefs.

This activity gives participants an opportunity to learn more about the people that they work with and are around on a daily basis, maybe on more of a personal level than they are used to. It can give them an idea of what really drives those they work with. It can also give each individual an opportunity to evaluate his or her own core values, and provides a time for self-reflection and prioritizing.



Personal Philosophy



Philosophy: A theory or attitude held by a person or organization that acts as a guiding principle for behavior
A philosophy is:

- Personal: There's no right or wrong
- Your choice: If you are intentional and use reflection, you can deliberately choose your philosophy
- Meant to be a foundation: Using your core values and beliefs in your philosophy means you will have motivation and clarity to guide your decisions

Steps to creating a philosophy:

1. List your core values (what or who you aspire to be). Below are some common values, select approximately five that have the greatest impact *on how you live your life* and the *choices you make on a daily basis*:

- | | | | |
|---|--------------------------------------|--|--|
| <input type="checkbox"/> Accountability | <input type="checkbox"/> Forgiveness | <input type="checkbox"/> Learning | <input type="checkbox"/> Sacrifice |
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Friendship | <input type="checkbox"/> Love | <input type="checkbox"/> Self-regulation |
| <input type="checkbox"/> Ambition | <input type="checkbox"/> Generosity | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Self-reliance |
| <input type="checkbox"/> Caring | <input type="checkbox"/> God | <input type="checkbox"/> Open-mindedness | <input type="checkbox"/> Serenity |
| <input type="checkbox"/> Caution | <input type="checkbox"/> Gratitude | <input type="checkbox"/> Originality | <input type="checkbox"/> Social intelligence |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Hard work | <input type="checkbox"/> Patience | <input type="checkbox"/> Sportsmanship |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Honesty | <input type="checkbox"/> Peace | <input type="checkbox"/> Strength |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Honor | <input type="checkbox"/> Perseverance | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Hope | <input type="checkbox"/> Personal courage | <input type="checkbox"/> Tradition |
| <input type="checkbox"/> Duty | <input type="checkbox"/> Humility | <input type="checkbox"/> Perspective | <input type="checkbox"/> Trust |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Humor | <input type="checkbox"/> Prosperity | <input type="checkbox"/> Unity |
| <input type="checkbox"/> Excellence | <input type="checkbox"/> Innovation | <input type="checkbox"/> Purpose | <input type="checkbox"/> Wisdom |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Integrity | <input type="checkbox"/> Religious beliefs | <input type="checkbox"/> Zest |
| <input type="checkbox"/> Faith | <input type="checkbox"/> Kindness | <input type="checkbox"/> Respect | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Family | <input type="checkbox"/> Knowledge | <input type="checkbox"/> Responsibility | <input type="checkbox"/> Other: |
| | <input type="checkbox"/> Leadership | <input type="checkbox"/> Sacred texts | |

2. Decide what area of your life you want to create a philosophy for (leadership, excellence, parenting, etc.)

3. State your beliefs (what you believe to be true/perceived reality) about the selected area of your life
Example: I believe excellence is something that doesn't come easy; it requires hard work and perseverance.

4. Write what you expect from yourself in this selected area of life- incorporate your values

5. Write what others can expect from you in your selected area of life- incorporate your values



Ethical Reasoning within Army Design Methodology



Extracted from Appendix C, ATP 1-05.04, Religious Support and Internal Advisement, MARCH 2017

C-1. The following ethical reasoning framework (Figure C-1) is designed to help leaders reason through complex ethical problems or decisions consistent with Army design methodology. Design methodology entails understanding operational environments, framing problems, and developing approaches to solving problems (ADP 5-0). For ongoing unit morale or ethical-moral problems, command climate and unit culture and subcultures are the “operational environment” in which problems and approaches are framed. Internal advisement issues may also arise from conflicts between a unit’s own perspectives and those cultural or moral perspectives existing outside the unit in the larger operational environment. This framework incorporates five major philosophical approaches, or lenses, through which to consider ethical thought.

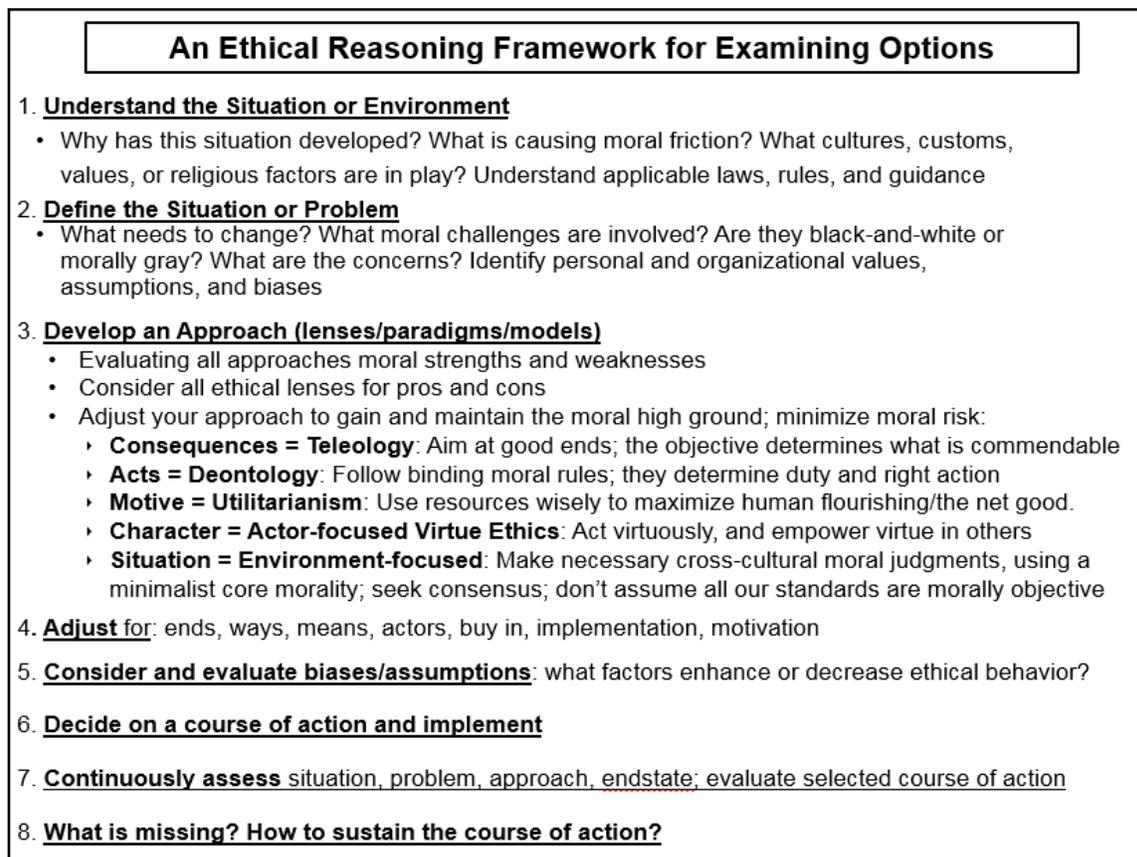


Figure C-1. An ethical reasoning framework within Army design methodology

C-2. This framework is adapted from *Ethical Reasoning at the Strategic Level: An Applied Ethical Framework for the Profession of Arms*, School of Strategic Landpower Faculty Paper (Jonathan Shaw, Carlisle Barracks, Pennsylvania: U.S. Army War College, September 11, 2014).



The Joint Ethics Regulation Ethical Decision Making Framework



Extracted from Appendix D, ATP 1-05.04, Religious Support and Internal Advisement, MARCH 2017

The *Joint Ethics Regulation*, DoD 5500.07-R, Section 65 recommends Department of Defense employees consider incorporating the following plan to ensure careful review of ethical consequences when alternative solutions seem proper under existing laws and regulations.

- D-1. **Define the Problem.** Proceed from a general statement of the problem to specific statements of the decisions to be made. As you take the following steps, such as identifying goals and naming stakeholders, new problems or needed decisions may become apparent. Be willing to add these to your problem list as you go.
- D-2. **Identify the Goal(s).** Proceed from a general statement of an end result both long term and short term. Be prepared to add to this list as you take the following steps. Goals are something to strive toward. They are statements of the best possible results. The very best is not always achieved for everyone. Many problems do not allow for "win/win" outcomes. Be prepared to fall somewhat short of some goals for the sake of ethics and other considerations.
- D-3. **List Applicable Laws or Regulations.** Laws and regulations are basic constraints within which official decisions are made. Until all relevant laws and regulations are considered, ethical decision-making is impossible. Although it is conceivable that an ethical decision could violate a law or regulation, such circumstances are rare.
- D-4. **List the Ethical Values at Stake.** Listing the ethical values at stake can awaken you to problems and goals that you may not have otherwise considered. It may alert you to stakeholders you may not have recognized. Listing the values reminds you of your commitment to them at a time when the stress of the problem may cause you to forget.
- D-5. **Name All the Stakeholders.** A stakeholder is anyone who is likely to be affected by a decision. Many stakeholders will be apparent because of the previous steps you already followed. More will occur to you as you give the matter a few minutes of thought. Do not forget to include yourself and the people who may depend on you for support, both at work and at home. As you list the stakeholders, try to note the way your decision could affect them. In other words, name what is at stake for the stakeholder.
- D-6. **Gather Additional Information.** This step is frequently overlooked. The stress from the problem urges speedy solutions. However, hasty decisions usually create problems of their own. Take the time to gather all necessary information. Ask questions, demand proof when appropriate, check your assumptions.
- D-7. **State All Feasible Solutions.** By this time, some feasible solutions will have presented themselves. Others may be found by sharing the lists and information you have pulled together and "brain storming." As you state the feasible solutions, note which stakeholders could be affected and what might be gained or lost.
- D-8. **Eliminate Unethical Options.** There may be solutions that seem to resolve the problem and reach the goal but which are clearly unethical. Remember that short term solutions are not worth sacrificing our commitment to ethics. The long term problems of unethical solutions will not be worth the short term advantages. Eliminate the unethical solutions.
- D-9. **Rank Remaining Solutions.** Other solutions may not be clearly unethical but may be questionable. You may have to rely on intuition or "gut feelings" to weed out these solutions. Put these possible solutions at the bottom of your list. Rank the remaining solutions, which are all ethical ones, in order of how close they bring you to your goal and solve the problem.
- D-10. **Commit To and Implement the Best Ethical Solution.** Commitment and implementation are vital to the ethical decision-making process. Determining which solution is the best ethical one is a meaningless exercise unless implementation of the ethical solution follows. If the right decision is not implemented, the door is left wide open for others to implement unethical solutions.



Conflict Contract



Confident
Clear
Controlled

Elements to agree upon when writing your Conflict Contract:

Decide how to initiate conversation: (topic to be discussed, problem you'd like to resolve)

Choose the best time and place: (remove distractions, allow enough time for both parties to discuss)

Determine the indicators that tell us we need to take a break from the discussion and come back at a later time: (emotion, mood, rabbit holes)

Share with each other do's and don'ts: (tone, language, behaviors, bringing up old/unrelated issues)

Sign & Date _____

Tips for an effective conversation:

- Avoid exaggeration
- Use "I" language vs. blaming language
- Take deep breaths
- Listen to understand your partner
- Don't interrupt
- Work toward a win-win
- Label your emotions
- Ask for do-over



Family Readiness Plan



R2 Dimension: Family Preparedness

Text: For individuals at home on lock down, it's important to create a routine and daily schedule that is realistic, not idealistic. Routines help create structure and expectation which can reduce stress and increase productivity, but in order for a routine to have these impacts, it has to be something the entire family can agree to and follow. Be sure to incorporate the 5 dimensions of personal readiness into your routine. The 5 dimensions of personal readiness are Physical, Psychological, Social, Family Preparedness and Spiritual.

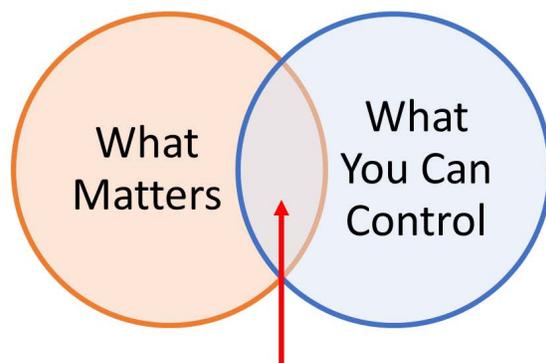
R2 Dimension: Physical

Text: Avoiding the gym is ideal for reducing the spread of COVID-19, but avoiding physical activity is not ideal for readiness. Tips for staying active at home:

1. Set workout goals- Having personally meaningful goals helps to increase internal motivation, which can give you that extra push to stick to your workout plan.
2. Preplan your workout before beginning-Many YouTube channels that offer workouts of varying difficulty levels. Better yet, Ready First Soldiers can contact their Battalion H2F team to receive tailored at home workouts.
3. Find someone who will keep you accountable-Having another person to check-in with about your workouts can help increase the likelihood of following through with your fitness plan.

R2 Dimension: Psychological

Text: The uncertainty of local and world impacts of COVID-19 can cause some people to have elevated anxiety. Reduce uncertainty by identifying what you can control, and what is outside your control.



Focus on what matters *and* what you can control



Family Readiness Plan



R2 Dimension: Spiritual

Text: In a time of uncertainty, it can be challenging to maintain a sense of meaning, fulfillment, hope and purpose. Here are some ways to practice spirituality during your day.

1. Self-Reflection- Set aside some time each day to reflect on yourself, those you love and the things you are grateful for.
2. Try Yoga or Meditation- There are many mental and physical benefits to practicing yoga and meditation. Online resources to get you started include YouTube pages, mindfulness apps, and “How to” Pinterest pages.
3. Attend online spiritual/religious services

R2 Dimension: Family Preparedness

Text: With so much extra family time, planning ways to incorporate each member of the family into the routine can mean the difference between connection and disconnection.

1. Set house rules and boundaries that respect each family members needs, while family time is important, it’s important to also take a break and have some time to yourself.
2. Set realistic limits on screen time, kids are more likely to act out and get irritable as screen time increases. Look for a balance of electronic programs that involve interaction and education.
3. Pre-plan specific times and activities that the entire family can be involved in such as a card game, baking cookies, scavenger hunts, or a walk around the neighborhood.

R2 Dimension: Psychological

Text: Grateful people are happier and more fulfilled. Gratitude leads you to be nicer to other people: more cooperative, patient and trusting. Cultivating an attitude of gratitude is easy to do with a simple activity that only takes about 10 minutes a day.

How do you do it? Each day record three good things that happened in the last 24 hours, and why you are grateful.

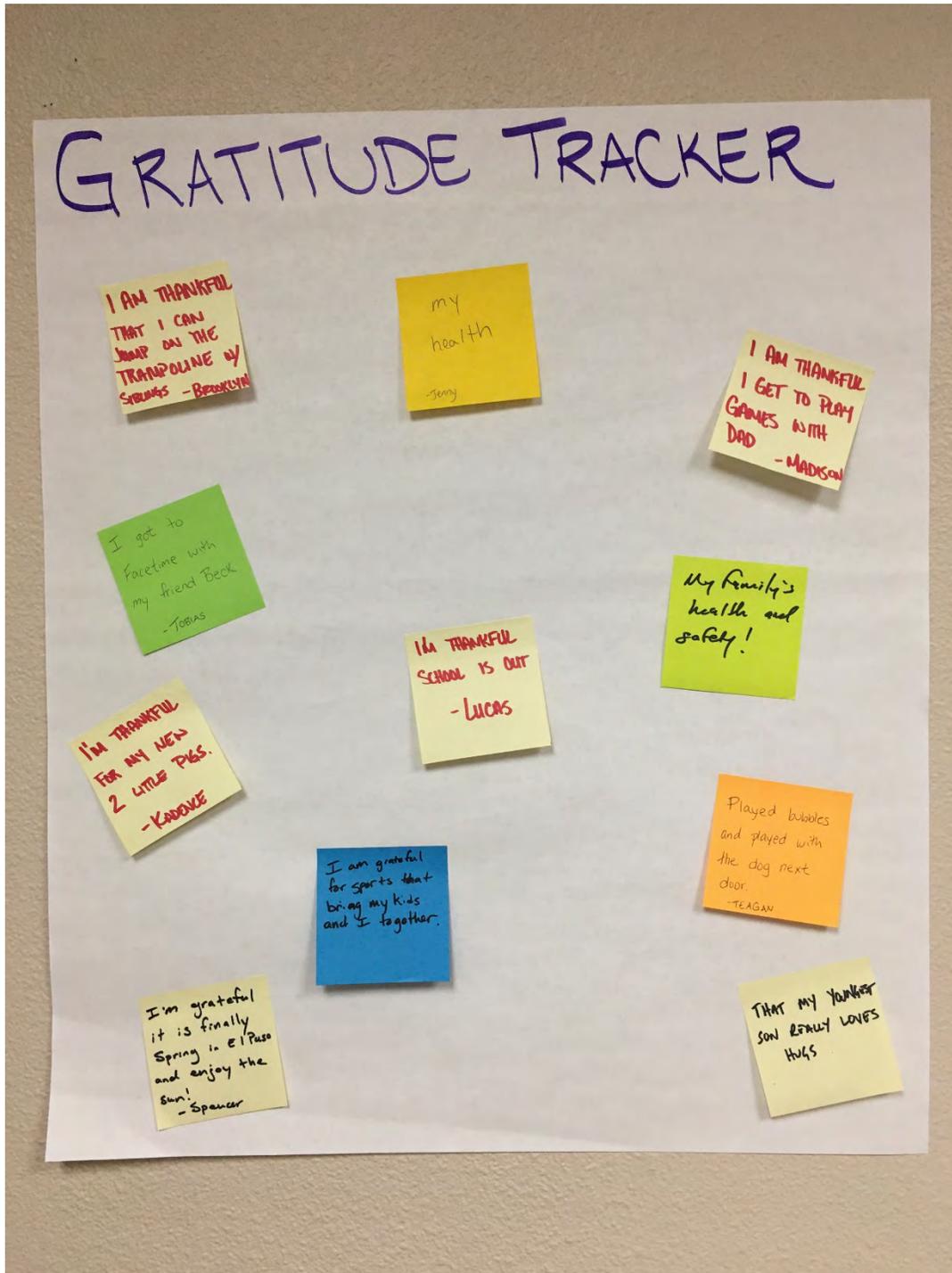
How does it work? This brief activity helps you to reflect on the many things that happen each day that you can be grateful for. Over time, you begin to look for good things during the day to add to your list.

You can complete this activity on your own, or get the whole family involved.

#HTGS



Family Readiness Plan





Can Your Language Influence Your Child’s Performances?



Naturally, with your child’s performances, there are opportunities for criticism and praise. Thinking more about the activities your child participates in, have you ever considered that your language around praise and criticism may have an influence on their performance? Even if you perceive you are providing criticism and praise in a productive way, if critical information is left out of the conversation, it’s possible your child may not be receiving the feedback the way you intended it.

CRITICISM

Have you ever given the criticism, “that was not your best” or “better luck next time” or “you’ll never be good enough” or “your classmates are working harder than you”? What makes these examples of criticism NOT effective?

1. What exactly is the criticism referring to?
2. Is the criticism about their attitude or effort?
3. What part of the performance? A failed attempt? A mistake?

If your child is receiving ineffective criticism, they might not be able to distinguish what exactly was wrong about the performance and are unable to make the necessary corrections, making it difficult to learn from their mistakes.

How exactly can you make criticism effective? There are two parts to effective criticism. The important thing to remember is PBS: Process, behavior, and strategy. When giving effective criticism to someone, name the process, the behavior, or the strategy so they know specifically what the criticism is about. Next, offer the person information on HOW to improve. This part of effective criticism helps your child learn from their actions or behaviors!

Ineffective Criticism	Process, Behavior, Strategy	HOW to improve
“What are you even doing?”	“I noticed you’re dribbling the basketball with your eyes down...”	...try looking ahead and focusing on a target for 3 seconds before you look down again.”
“You always forget things.”	“I see you left your homework on the table again...”	...how about after every time you finish your homework, put your folder in your backpack?”

By being specific about what exactly you are criticizing (PBS, NOT the person) and providing ideas for how to correct it, your child is more likely to understand what exactly the criticism is about and learn how to implement corrections for future performances. This makes it easier for your child to learn from their mistakes and not give up in the face of setbacks.



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PRAISE

Have you ever given the praise, “good job” or “you did so well” or “you’re a rockstar” or “you’re so good at math”? What makes these examples of praise NOT effective? These phrases of praise are missing critical information:

1. What exactly is the praise referring to?
2. Is the praise for their attitude or effort?
3. What part of the performance? A successful execution of a skill?

Generic praise can be nice to hear, but it doesn’t help your child understand what exactly they did well nor provide them the information they need to make sure they do it again. It is only the first step in effective praise, but all you need to add is one more sentence.

Effective praise offers your child information regarding the specific strategy, effort, or skill that led to the successful outcome you are praising. This process is similar to PBS, which you are utilizing for effective criticism. Think about it like this: If you just ate the best chocolate cake you’ve ever had in your whole life, you would probably want to know what ingredients were used to make this chocolate cake so delicious. The same idea applies to providing your child effective praise for their performance. You can help your child identify the ingredients to their own success. Therefore, your child is able to create winning streaks, meaning that effective praise lets the person knows EXACTLY what they did well so they are able to replicate the strategy, effort, or skill in the future.

Initial Praise	Strategy, Effort, or Skill
“You did awesome today.”	“When they player on the opposing team tripped over first base, you were a good sport and helped them up.”
“Good job during your debate.”	“You looked extremely confident today because your tone was strong and clear, and you made eye contact with the audience and the opposing team.”

Utilizing effective praise not only benefits your child by creating future winning streaks, but also builds connection. By providing your child information regarding the specific strategy, effort, or skill, you are demonstrating that you were paying attention to their performance. This also demonstrates authenticity because the effective praise was created by YOU specifically for THEM.

DISCLAIMER

- Only praise when praiseworthy! Meaning, if parts of your child’s performance do not require praise, it is not necessary to praise.
- When you do decide to praise, it’s important to make sure effective praise is about the PROCESS (strategy, effort, skills) and NOT the PERSON (talent/ability). Your child will be able to focus on putting effort into mastery, instead of relying on their talent for success.



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PRACTICE

The examples below simulate experiences a parent might face with their child that encompass praise and criticism. After reading each example, 1. Write a response of what you might say to your child in reaction to this situation, 2. Identify which type of feedback you used (praise or criticism), then 3. Decide whether your or not your response is effective. If yes, identify how it is effective in the space below. If no, re-write the response to meet the effective criteria and underline what makes it effective.

<p>Your child hands you their exam from math. The score is a 97%. Response:</p>	<p>What type of feedback was this? _____ Effective: _____ Yes _____ No</p>
<p>You are in the car on the ride home with your child from their sporting event. They made several mistakes during the event and lost. Response:</p>	<p>What type of feedback was this? _____ Effective: _____ Yes _____ No</p>
<p>Your child is in the school play and forgets most of their lines when they are on stage. Response:</p>	<p>What type of feedback was this? _____ Effective: _____ Yes _____ No</p>
<p>You notice your child finished doing the chores, and they are below standard. Response:</p>	<p>What type of feedback was this? _____ Effective: _____ Yes _____ No</p>
<p>Your child brings home a paper they wrote and the grade is an F. Response:</p>	<p>What type of feedback was this? _____ Effective: _____ Yes _____ No</p>



Teaching Kids about their Thoughts



Overview

The purpose of this activity is to teach kids that while we can't always control what happens to us, we can control how we think about it. Kids will learn about optimism, and how they have power over their thinking.

What is Optimism?/ Benefits of Optimism

- Optimism is seeing the good while being realistic. Thinking optimistically helps us be healthier, happier, and even do better in school.

Controlling our thoughts/ Rainy and Sunny Thoughts

- One way to build optimism is to notice when something happens and we have a “rainy” thought (that makes us feel sad, mad, frustrated, lonely) and try to change it to a “sunny” thought (that makes us feel strong, happy, confident)
- ASK: How do rainy thoughts make us feel? How do sunny thoughts make us feel? Do you have an example of what a rainy thought or a sunny thought looks like?
- Rainy thoughts don't always make us feel good or help us do the best we can. It is OK to have rainy thoughts and to feel sad or mad, we just need to learn when they get in our way and how to deal with them.
- We have power over our thoughts and we can change them so that we can feel better, stronger, and be the best we can be.

Sunny Thought/Rainy Thought Game

I'll give you an event and two thoughts that you could have. Help me identify the rainy thought and the sunny thought that we could change it to. (Feel free to adjust these to events your family is actually going through).

I have to go to school online:

Rainy: “Online school is hard, I'd rather do regular school.”

Sunny: “I'm trying a new way to learn, and I get to sit on my comfy couch!”

I am unable to see my friends:

Rainy: “It's boring not being able to play with my friends.”

Sunny: “I am going to find something fun to do today, and make a list of things I want to do with my friends when I can see them again.”

My sibling and I have been around each other a lot and got into a fight:

Rainy: “They're the worst!”

Sunny: “Maybe they're just having a bad day.”

I have to stay home:

Rainy: “I'm bored at home and this is never going to get better!”

Sunny: “Having to stay home is only going to last for a little while. I'm happy that I get to be with my family all day.”



Teaching Kids about their Thoughts: Sunny Thought/Rainy Thought



Practice with your own thoughts:

- Try giving kids an event and have them create their own sunny and rainy thoughts.
- How did you feel after using the sunny thought instead of the rainy thought?
- Choosing a sunny thought usually makes us feel better and helps us do better.

PRO-TIP: Print out a copy of the sunny and rainy thought cards attached, cut them out, and glue them back-to-back so one side has the rain cloud and the other has the sunshine. They can use these to remind themselves that they have a choice in how they think and feel, and that makes them more resilient.

