

COVID-19

# TEEN EMPOWERMENT (SEL)

REDUCE ANXIETY

SEE EMOTION AS ENERGY

CREATE YOUR MOOD/DAY



(c)Jackie M. Marquette Ph.D.

### ABOUT COVID-19

The Coronavirus known as Covid-19, is a serious, highly contagious, and dangerous virus for people who get it.

Many states have directed businesses to close and for people to stay at home, away from large groups.

You can learn more at this web site. <https://www.cdc.gov>

### I created this unit especially for you (all youth)

With schools closed teens and young adults (14 and over) are at home struggling to cope emotionally.

I created this unit: COVID-19 Teen Empowerment (SEL): Reduce Anxiety, See Emotion as Energy, and Create your Mood/Day to promote daily adaptation. The purpose is to guide youth to cope yet, grow through this crisis. We are all in this together in this unprecedented crises. Youth may be frustrated, angry, or depressed.

I wanted to offer youth practical tools to practice and use to gain control over their emotions and to use processes to make daily choices on their own behalf. Most importantly, I wanted them to feel the power they own and use it to adapt.

### Contents, Cont.

Lesson I: Open the Door to Your Power:

Facts about Emotions and How they can Shape Your Life.  
-Facts about how anger can be your friend.

Lesson II: Get to Know the Wide Variety of Emotions: Images

Lesson III: Learn to Say How it Feels: Example

-COVID-19 Evaluation: Daily Activity Checklist. Example  
-Use this Graph: Example

Lesson IV: Learn to Say How it Feels: Now it's Your Turn

-COVID-19 Evaluation: Daily Activity Checklist.  
-Use this Graph:  
-Reveal your overall daily activity and mood.

### Contents, Cont.

Lesson V: Say yes to yourself: Learn to Match Emotions to Your Daily Activities  
-Emotional Guidance Scale  
-Introducing The Emotional Matching Activity

Lesson VI: Learn something new about yourself: Name Your Emotional Energy Level  
-Review Emotional Guidance Scale with Energy Levels  
-Using The Emotional Matching Activity in Lesson 5: Answer these questions.

Lesson VII: Say Woohoo because there is hope: Discover Reframing.  
Read how 4 teenagers changed their view of their problems by 'reframing'.  
-Do you Worry about Someone You Love?  
-Do you Feel Insecure?  
-Do You Have a Negative view of the World?  
-Do You Have a Negative View of your Future?

### Contents, Cont.

Lesson VIII: It's an Opportunity: Now Use What You Learned.  
-Use reframing to see a new options/solutions.  
-Empower Yourself: Create Your Day with Emotions.

Lesson IX Congratulate Yourself: See How Much you Discovered about You

### Contents, Cont.

Lesson VIII: It's an Opportunity: Now Use What You Learned.  
-Use reframing to see a new options/solutions.  
-Empower Yourself: Create Your Day with Emotions.

Lesson IX Congratulate Yourself: See How Much you Discovered about You

Introducing the peer assistants.



SARAH



Darian

## Lesson I

### Open the Door to Your Power:

Facts about How Emotions Can Shape Your Life.



1) All emotions are appropriate within life's circumstances. With resources one can toward a desired goal. For example, certain levels of [stress](#) and [anxiety](#) push us to perform at a high level.

2) Sadness can be cleansing, filling us with appreciation for what we have lost while signaling to others we need support to recover and heal.

## Facts about how anger can be your friend.



3) Anger helps you cope with the stress by first releasing the **tension** in your body, and by doing so it calms your “nerves.”

4) Anger is related to a deep need for **control**. Anger protects what is ours, helping us feel in charge rather than **helpless**.

5) In day-to-day situations, anger serves as a positive force to motivate us to stand up for ourselves and creatively find solutions to the challenges we face.

## Facts about how anger can be your friend, cont.



6) Anger propels us to do something and **motivates** us to find solutions to our problems.

7) Anger can energize and push us to act in service of achieving our goals

8) Anger can encourage us to focus on what we hope to achieve, rather than merely focusing on the pain, insult, or victimization.

## Facts about how anger can be your friend, cont.



9) Anger propels us to do something and motivates us to find solutions to our problems.

10) There are many forces that push anger to surface, such as fear and defensiveness. It might be a fear of losing control or fear of being alone, rejected, abandoned, unloved, etc. Anger provides insight into ourselves, as it is the layer of deeper issues that are most hidden.

11) Individuals willing to embrace uncomfortable emotions such as anger, rather than avoiding them, have greater emotional intelligence. Emotionally intelligent individuals do not resist anger, instead utilize its "wisdom" to gain its positives.

## Lesson II Get to Know the Wide Variety of Emotions:

### Images

## Pictures of Emotions



Joy



Love



Passion



Enthusiasm



Belief & positive  
expectation



Optimism



Hopefulness



Contentment



Boredom/  
Pessimism



Frustration



Overwhelming

## Pictures of Emotions



Disappointment



Doubt



Worry



Blame



Anger



Revenge

## Pictures of Emotions



Rage



Jealousy



Insecurity/guilt



fear/  
powerlessness

## Lesson III

Learn to Say

How it Feels:

Example



# Example Activity



Introducing to you to the COVID-19 Daily Evaluation Checklist. Example

COVID-19 Evaluation: Daily Activity Checklist.  
Check the items that describes your current activity and daily mood .

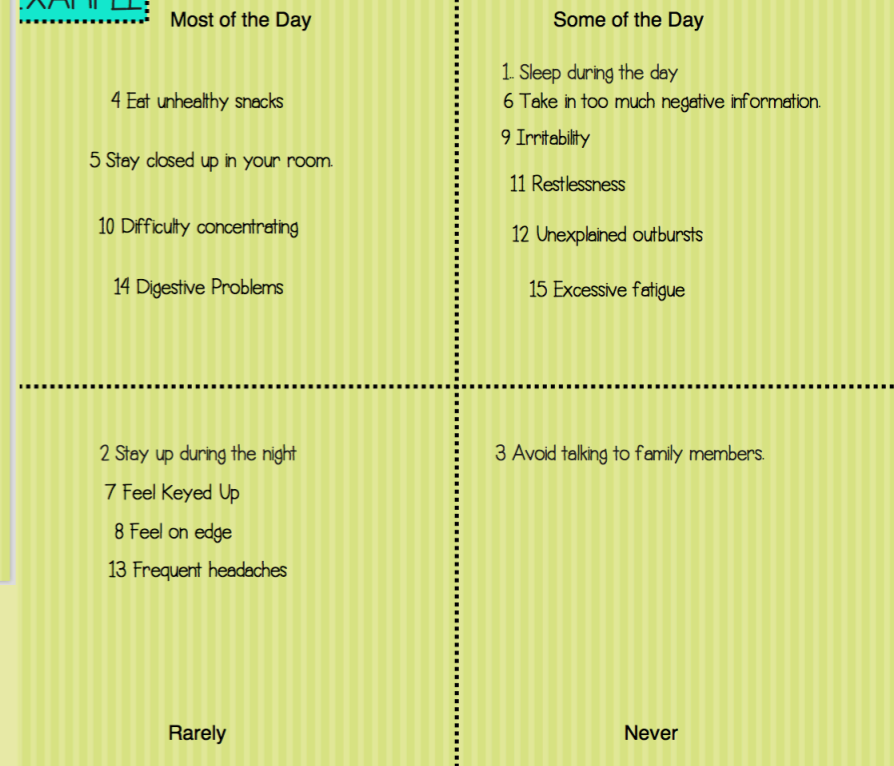
**EXAMPLE** see x



- 1. Sleep during the day  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 2 Stay up during the night.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 3 Avoid talking to family members.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 4 Eat unhealthy snacks  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 5 Stay closed up in your room.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 6 Take in too much negative information.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 7 Feel Keyed Up  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 8 Feel on edge  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 9 Irritability  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 10 Difficulty concentrating  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 11 Restlessness  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 12 Unexplained outbursts  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 13 Frequent headaches  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 14 Digestive Problems  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)
- 15 Excessive fatigue  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

Use this Graph: Insert your Answers from the COVID-19 Evaluation Daily Activity Checklist.

**EXAMPLE**





# Lesson IV

## Learn to Say

### How it Feels:

### It is Your Turn



COVID-19 Evaluation: Daily Activity Checklist.  
Check the items that describes your current activity and daily mood .



1 Sleep during the day  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

2 Stay up during the night.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

3 Avoid talking to family members.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

4 Eat unhealthy snacks  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

5 Stay closed up in your room.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

6 Take in too much negative information.  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

7 Feel Keyed Up  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

8 Feel on edge  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

9 Irritability  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

10 Difficulty concentrating  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

11 Restlessness  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

12 Unexplained outbursts  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

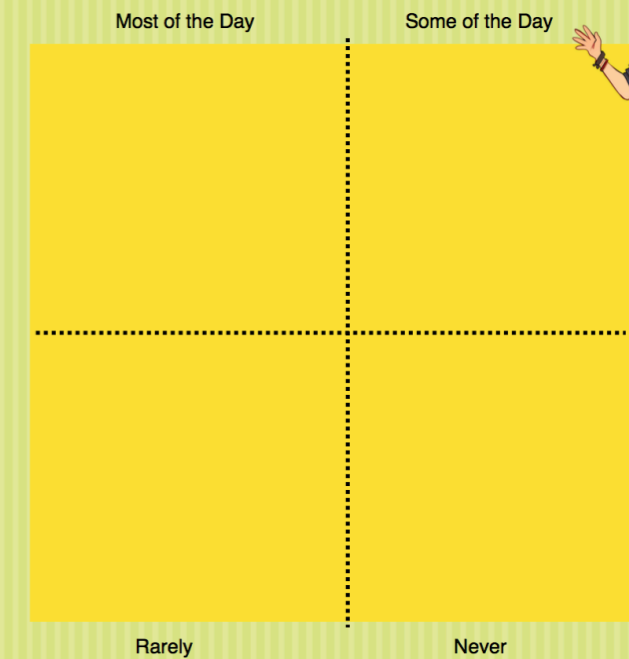
13 Frequent headaches  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

14 Digestive Problems  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

15 Excessive fatigue  
 Most of the day (4)  
 Sometimes (3)  
 Rarely(2)  
 Never (1)

Use this Graph: Insert your Answers from the

Use this Graph: Insert your Answers from the COVID-19 Evaluation Daily Activity Checklist.



Answer Questions: Reveal your overall daily activity and mood.



1. Which quadrant did you mark as having the most in lower mood descriptions?
2. Which quadrant did you mark as having the least in lower mood descriptions?
3. After reviewing your the 4 quadrants, are you surprised? or did you reveal what is?
4. Are there any mood items listed in the COVID-19 Daily Evaluation Checklist, you would like to improve? If so, list here.



## Lesson V

### Say Yes to Yourself:

### Learn to Match Emotions to Your Daily Activities



## Emotional Guidance Scale

(items reflect pictures of emotions earlier slide)

### Emotional Guidance Scale

1. \_\_\_ Joy/knowledge/Empowerment/ Freedom/Love/Appreciation
2. \_\_\_ Passion
3. \_\_\_ Enthusiasm/Eagerness/Happiness
4. \_\_\_ Positive Expectation/Belief
5. \_\_\_ Optimism
6. \_\_\_ Hopefulness
7. \_\_\_ Contentment
8. \_\_\_ Boredom
9. \_\_\_ Pessimism
10. \_\_\_ Frustration/Irritation Impatience
11. \_\_\_ Overwhelming
12. \_\_\_ Disappointment
13. \_\_\_ Doubt
14. \_\_\_ Worry
15. \_\_\_ Blame
16. \_\_\_ Discouragement
17. \_\_\_ Anger
18. \_\_\_ Revenge
19. \_\_\_ Hatred/Rage
20. \_\_\_ Jealousy
21. \_\_\_ Insecurity/guilt/unworthiness
22. \_\_\_ Fear/grief/depression/despair/ powerlessness

## Introducing The Emotion Matching Activity

Practice recognizing your emotions. See the activity on the next page. This is the first step to [controlling emotions](#)

List some of your daily activities (riding a bike, listening to music, etc.) and write the emotion you experienced while doing the activity.

AND/OR

You may want to use an interaction you had with another person. For example, use a conversation you had with a friend, parent, or sibling and then write the emotion you had during that conversation.

## The Emotional Matching Activity: Use the Emotional Guidance Scale

Activity or Interaction. List 3 of your daily activities (more than 3 is optional). Find an emotion that matches your feeling doing the activity.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

1. \_\_\_ Joy/knowledge/Empowerment/  
Freedom/Love/Appreciation
2. \_\_\_ Passion
3. \_\_\_ Enthusiasm/Eagerness/Happiness
4. \_\_\_ Positive Expectation/Belief
5. \_\_\_ Optimism
6. \_\_\_ Hopefulness
7. \_\_\_ Contentment
8. \_\_\_ Boredom
9. \_\_\_ Pessimism
10. \_\_\_ Frustration/Irritation Impatience
11. \_\_\_ Overwhelming
12. \_\_\_ Disappointment
13. \_\_\_ Doubt
14. \_\_\_ Worry
15. \_\_\_ Blame
16. \_\_\_ Discouragement
17. \_\_\_ Anger
18. \_\_\_ Revenge
19. \_\_\_ Hatred/Rage
20. \_\_\_ Jealousy
21. \_\_\_ Insecurity/guilt/unworthiness
22. \_\_\_ Fear/grief/depression/despair/  
powerlessness

Holts, 2004



# Lesson VI

## Learn something new about yourself:

### Name Your Emotional Energy Level

Review the Emotional Guidance Scale with Energy Levels (see in blue font)



1. \_\_\_ Joy/knowledge/Empowerment/  
Freedom/Love/Appreciation ('high energy' emotions)
2. \_\_\_ Passion ('high energy' emotions)
3. \_\_\_ Enthusiasm/Eagerness/Happiness ('high energy' emotions)
4. \_\_\_ Positive Expectation/Belief ('high energy' emotions)
5. \_\_\_ Optimism 'moderate high' emotions
6. \_\_\_ Hopefulness 'moderate high' emotions
7. \_\_\_ Contentment 'moderate high' emotions
8. \_\_\_ Boredom medium/neutral emotion
9. \_\_\_ Pessimism medium/neutral emotion
10. \_\_\_ Frustration/Impatience 'medium/low emotions'
11. \_\_\_ Overwhelming 'medium/low emotions'
12. \_\_\_ Disappointment 'medium/low emotions'
13. \_\_\_ Doubt 'medium/low emotions'
14. \_\_\_ Worry 'medium/low emotions'
15. \_\_\_ Blame 'lower emotions'
16. \_\_\_ Discouragement 'lower emotions'
17. \_\_\_ Anger 'lower emotions'
18. \_\_\_ Revenge 'lower emotions'
19. \_\_\_ Hatred/Rage 'lower emotions'
20. \_\_\_ Jealousy 'lower emotions'
21. \_\_\_ Insecurity/guilt/unworthiness 'lower emotions'
22. \_\_\_ Fear/grief/depression/despair/  
powerlessness 'lower emotions'

©2004

Using Your Answers to the The Emotional Matching Activity in Lesson 5:

Answer these questions.



1. Did you name an activity or an interaction that matched one of the 'high energy' emotions, such as 1-4? Write the activity or interaction here. Explain why you rated the activity/interaction 1 - 4.

2. Did you name an activity or interaction that matched one of the 'moderate high' emotions? such as, 5 - 7? If so, Write the activity or interaction here. Explain why you rated the activity/interaction 5-7.

3. Did you name an activity or interaction that matched one of the medium/neutral emotion? such as, 8 - 10? If so, Write the activity or interaction here. Explain why you rated the activity/interaction 8-10.

Using the Emotional Guidance Scale with Energy Levels: Answer these questions, cont.



4. Did you name an activity or interaction that matched one of the 'medium/low emotions'? such as, 11-14? If so, Write the activity or interaction here. Explain why you rated the activity/interaction 11-14.

5. Did you name an activity or interaction that matched one of the 'lower emotions', 15 - 19? If so, Write the activity or interaction here. Explain why you rated the activity/interaction 15-22.



## Lesson VII

Say Woohoo because  
there is hope:

Discover Reframing



Discover how 4  
teenagers changed  
their view of their  
problems by  
'reframing'.

Read how 4 teenagers changed their view of their  
problems by 'reframing'.

Read about 4 teenagers and their personal  
COVID-19 situation. Examples include a teen  
who has:

- worry about someone you love.
- a negative view of h-herself,
- the world, or
- their future.

Then read how they changed their view by  
using the tool [cognitive framing](#)



## Do you Worry about Someone You Love?

If it is true, I worry a lot about my grandpa. He has diabetes and was just diagnosed with COVID-19. I can't even see him. I feel so powerless when I sit around all day hoping my grandpa will get well.

Take off your sunglasses, see what is bright.

But this I know for sure, I am enthusiastic when I think about cross country running. If I let myself, while I wait and hope for my grandpa's healing, I can find passion in getting in shape now. Running now will keep me active and get me more prepared for the day when I will be competing.

## Do you Feel Insecure?

If it is true, I struggle coping emotionally. People have given me many negative labels that I don't like. I sometimes have panic attacks or meltdowns when faced with difficult changes out of my control. Now with COVID-19 I feel numb, like hiding in my room all day away from my family.

Yet this one thing I know for sure, I am good at taking photos. If I allow myself, I can use my hobby or photography to feel free and doing what I love. I can help others feel better too by sharing my photography with my friends, family, and social media.

## Do you have a negative view of your future?

It is true, I feel anxiety when I think about choosing a career. With all the changes coming in careers with artificial intelligence, I feel frightened when I think about choosing a career.

But for sure, I know I have many strengths, knowledge and joy in creating apps. I can choose to use this time at home to enhance my knowledge and research how to expand my career opportunities.



## Lesson VIII

It's an Opportunity:  
Now Use What You  
Learned.

Use reframing to see a new options/solutions.

Use the previous teen examples as a guide to write about your own personal situation.

Write in the blanks (the worksheet in the next slide) about your current situation and the emotion you feel.

Next, think about how you can look at your situation differently.

Reach for a higher emotion (look at the emotional scale) and identify an activity and the emotion that matches the activity. Choose an activity that will lift you to feel a higher emotion, different from the current emotion you feel.

You may use the TEEN BUCKET LIST - COVID-19 to give you ideas for activities. Or use your own ideas.

Empower Yourself: Create Your Day with Emotions.  
You may refer to the Emotional Guidance Scale

I am having negative views:

It is true, I feel \_\_\_\_\_ when I think  
(emotion)

about \_\_\_\_\_  
(my situation/circumstance)

And for sure, I know one of my \_\_\_\_\_  
(talents, interests, passions, skills)

is \_\_\_\_\_ (name).

I can choose: \_\_\_\_\_ (activity)  
and \_\_\_\_\_

feel \_\_\_\_\_ (emotion).

# Teen Bucket List COVID -19

-  Wash hands
-  Stay home w/family
-  Help out at home
-  Follow Social Distance
-  Play games
-  Listen, make, or create music
-  Read, do assignments
-  Make a Vision Board Careers/Goals
-  Hangout with friends using technology
-  Create by Painting
-  Write a story, or about your feelings, or a poem.
-  Eat Healthy
-  Get Sleep
-  Create by Drawing
-  Play Legos
-  Create a routine with rhythm in your day
-  Play cards or board games with family
-  Run or walk outdoors
-  Practice Mindfulness
-  Smell the Roses
-  Observe Nature
-  Find beauty in Nature
-  Pray
-  Get Sunshine
-  Practice Deep Breathing or Yoga





## Lesson IX

Congratulate  
Yourself:

See How Much  
You Discovered  
about You

### See How Much you Learned

**In Lesson I: *Open the Door to Your Power.*** You learned about some of the known and insightful facts about *emotions* and their benefit to you. You learned how anger can *motivate* you. These facts when applied can help you become *adaptable*. Anytime during this unit use a *mentor* (a parent, sibling, or peer) to give you feedback.

**In Lesson II: Get to Know the Wide Variety of Emotions: Images**  
You learned what a variety of *emotions* look like on someone's face. We all eventually have each one of these emotions in life. While it is good to see images, it is more important to name the emotions you feel. You learned about this in Lessons 3 and 4, 5, and 6.

**In Lesson III: *Learn to Say How it Feels: Example.*** You learned by an example activity how to evaluate unstructured habits, which also reflects your emotions. When we focus too long on unstructured habits or our own 'limitations' I call that '*focused imperfection overload*': More attention is placed on a person's deficits and less on their strengths.

**In Lesson IV: *Learn to Say How it Feels: It is Your Turn.*** You evaluated your current habits using with an evaluation checklist, a graph, and answering reflective practice questions.

## See How Much you Learned

**In Lesson V: Say Yes to Yourself: Learn to Match Emotions to Your Daily Activities.** You learned to see a direct relationship of your own emotions to a specific habit or activity. This is *self-awareness*. Just knowing this is the first step in *self-empowerment*.

**Lesson VI Learn something new about yourself: Name Your Emotional Energy Level.** You learned that your emotions have energy. What this insight and knowledge does is to put you in the driver seat, to direct and create you activities, habits, goals and other outcomes with your emotions. This can reinforce *self-control*, keeping low or disruptive emotions in check, helping you manage in a difficult setting. On the upside, you are being an ***Influence to yourself and others***. When you choose to explore or develop your strengths and talents, you are revealing your unique *self-expression*—a style of revealing true self.

**In Lesson VII-Say Woohoo because there is hope: Discover 'Reframing'.**

You learned that this tool 'reframing' gives you added self-empowerment. You can create the emotions you want to have, even when life situations are difficult. Reframing can help you give yourself *self-care*. You learned through 4 actual examples from your peers.

**Example one:** The teen expressed love and *empathy* with worry and powerlessness to created the emotions of 'enthusiasm and passion.' He took *initiative*.

**Example Two:** The teen expressed feelings of struggle and feeling numb to emotions 'freedom and love'.

**Example Three:** The teen expressed feelings of being 'overwhelmed with fear to having emotions of enjoyment and passion.

**Example Four:** The teen expressed feelings of being 'terrified with fear', and moving into emotions of 'knowledge and joy'.

## See How Much you Learned

**Lesson VIII *It's an Opportunity: Now Use What You Learned*.** You had practice to do what these 4 teens did, which was to create a new experience with new emotions. Note that the problem situation doesn't go away, but when you create new activities/habits with higher emotions, you change and adapt. This is *self-advocacy* in daily practice.

### **Definitions:**

**Adaptability:** Making a choice, taking action even with support to manage, handle change for one's own benefit or growth.

**Emotions—** feelings one has ranging from Love, Enthusiasm, and Happiness (high emotions) to Blame, Anger and Fear (low emotions). Everyone has emotions, all of them at some time or another.

**Empathy:** Awareness of others' feelings, needs, and concerns.

Focused imperfection overload: More attention is placed on a person's deficits than strengths.

**Influence:** Sending persuasive expressive messages (verbal, written, or action).

**Initiative:** Readiness to act on one's behalf and to say "yes" to a good opportunity.

**Mentor—**A person who is a guide to another person's well being; listening and providing suggestions or advice to the young adult. A mentor is a "believing mirror".

**Motivation:** Emotional feelings that support taking action to make progress toward a desire or goal.

Self-advocacy— Participating upon one's own well-being. Self-advocacy means speaking up for oneself or asking someone to speak up on one's behalf.

Self-awareness— Being alert about physical needs, emotions, capability to act/ participate, have comprehension about tasks, interactions with others, and to know one's desires.

Self-care— Listening to one's body, tuning into your physical needs; taking action to meet one's needs.

**Self-control:** Keeping low or disruptive emotions in check. Knowing how to manage in a difficult setting.

**Self-empowerment—** Having voice about getting one's needs met and things that are important to the individual. Secondly, SE is about considering choices and making daily decisions that are beneficial. Thirdly, self-empowerment begins with understanding one's strengths and challenges and developing a belief in oneself to reach a goal.

**Self-expression—** A style of revealing one's true self in feelings, thoughts, or ideas through one's personality, or creative endeavors such as, writing, art, music, or dance, etc.

I wish you the best.

May you be safe and secure.

May you be healthy and strong.

May you be happy and purposeful.

May you be at Peace.



Dr. Jackie Marquette is the founder of the Transition Career Academy teaching online course and face-to-face workshops. Her trainings are approved for 6 CE's by CRCC. She has been endorsed by highly recognized colleagues in the disability field for skills in Autism Spectrum Disorders, Training, and Research. Her extensive experiences span teaching students with learning/developmental disabilities and 'at risk', spearheading autism community workplace projects, implementing school district transition programs, consulting and using her own tools, one-to-one with youth seeking employment through the Office of Vocational Rehabilitation. She researched and interviewed over 800 youth with autism and their advocates, professionals, family members. As the CEO of S.A.F.E.T.Y. Works© DBA Marquette Index, LLC, her program is engineered to be a catalyst for leaders, employers, and youth with their advocates to enhance their performance to make a meaningful difference in schools, companies, and the lives of persons with Autism Spectrum/disabilities. Thank you for reading my blog. Be well and safe. Jackie M. Marquette Ph.D. Founder of Youth Rescue and Transition and Career Academy (online schooling)

**(c)Jackie M. Marquette Ph.D.**