

WORKING THROUGH THE EFFECTS of SOCIAL ISOLATION



A Workbook for Survival

2020



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INTRODUCTION

“Loss is any event that changes our understanding of the meaning of life.” ~ Peter Marris

Merriam-Webster online dictionary defines *isolation* as “the state of being in a place or situation that is separate from others.”

This is a unique time of change. In the current state of required social distancing and quarantine, some people may feel alone and powerless. As bereavement facilitators, we identified the need for “something” to help our community members cope with the situation created by the COVID-19 pandemic.

What follows is a compilation of work from various authors. Together, the exercises may help the reader to reflect about where they are, to identify their thoughts and emotions, and to create a plan to cope with isolation in a balanced way.

This workbook is a tool to empower the reader to determine what their “different life” may be as they deal with social distancing and isolation. If you are feeling excluded or separated, this book may help you work through your thoughts and feelings.



NOTE:

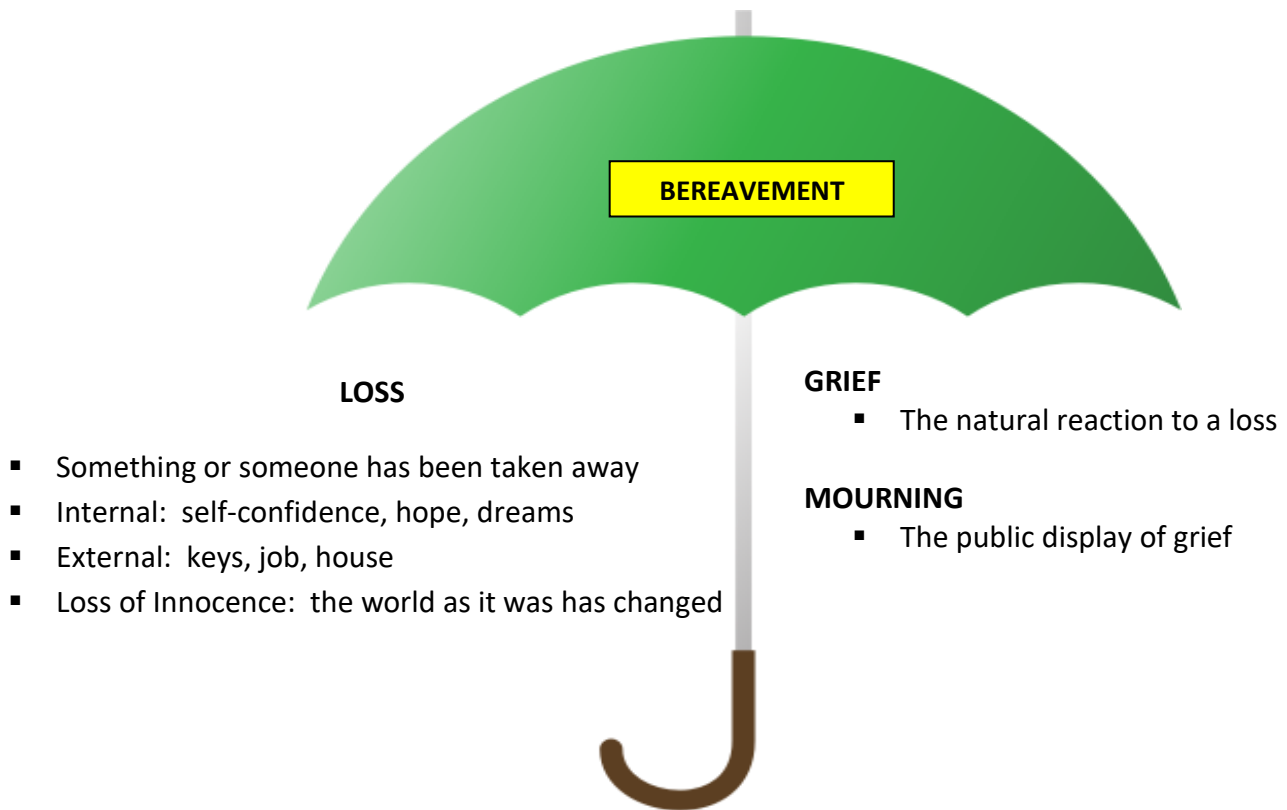
We acknowledge that we are experienced grief facilitators and not trained counsellors. If you are experiencing a mental health crisis, please contact a counsellor or a mental health agency in your area.

The workbook is provided free of charge. We are grateful to the authors and their collective work for making this process possible.



ABOUT LOSS AND GRIEF

GRIEF VOCABULARY



NOTES

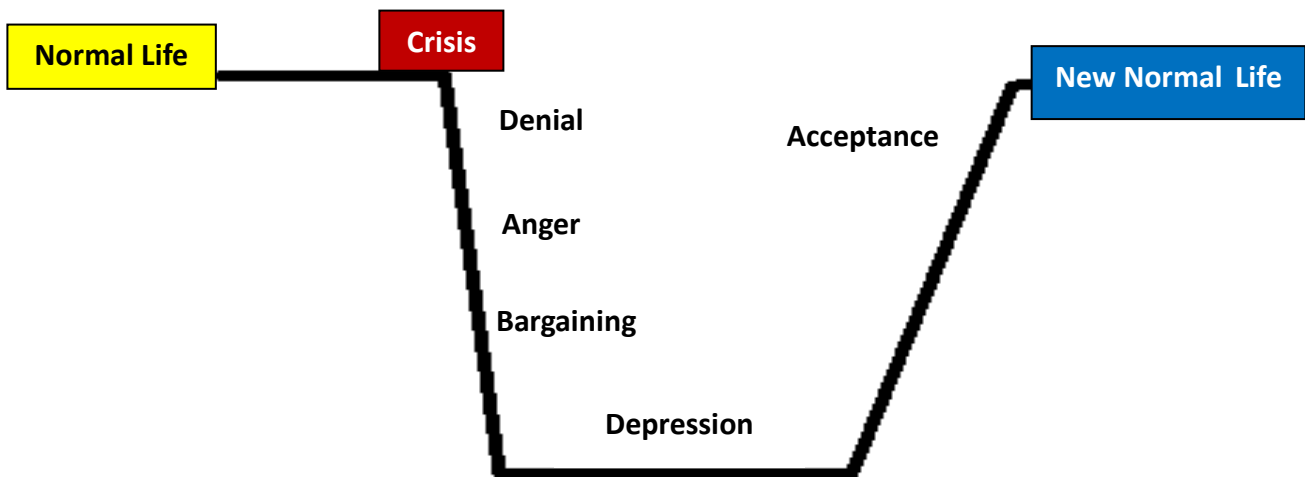
- Grief is complex.
- People grieve differently. It is unique to each individual.
- There is no specific time-period to process grief.
- Grief is a process—it is something one goes through—avoiding it is not going through it.
- The stages (see page 6) are not orderly; one can move from stage to stage and back again before reaching acceptance.
- If you are going through grief, be patient with yourself, take care of your personal needs, and ask for help when you need it.

“Grief is like the ocean; it comes on waves ebbing and flowing. Sometimes it is calm, and sometimes it is overwhelming. All we can do is learn to swim.” ~ Vicki Harrison

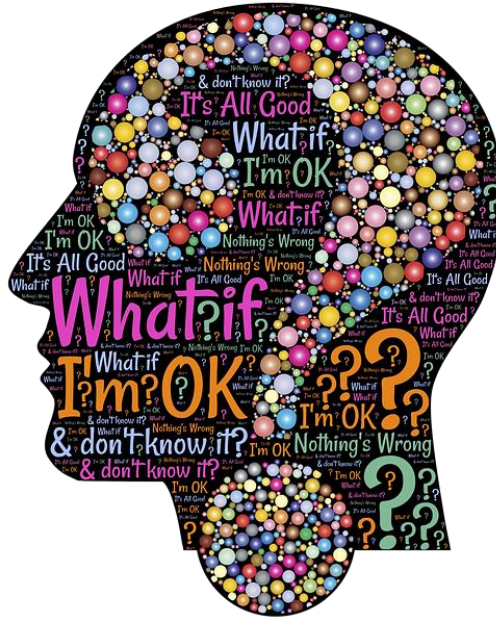
5 STAGES OF GRIEF

In the article, “The Five Stages of Grief: Learning about emotions after loss can help us heal,” Jodi Clarke discusses Elisabeth Kubler-Ross’s 5 stages of grief:

1. **Denial:** Disbelief that the loss occurred; trying to make sense of what has happened
2. **Anger:** Experiencing strong emotional discomfort
3. **Bargaining:** When feeling helpless, bargaining gives a sense of control
4. **Depression:** When the emotional fog starts to lift, the reality of the crisis becomes clear. People tend to retreat inward.
5. **Acceptance:** Still feeling pain; however, no longer struggling with the idea that the crisis has occurred.



CHAPTER 1: WHAT IS REAL



Chapter 1 focuses on defining the current situation, identifying your personal needs, and determining your values. It presents the Daisy Model, which can be used to gain an understanding of our needs and wants.



"If you don't know what you want, you'll never find it. If you don't know what you deserve, you'll always settle for less. . . . Life starts now: live, love, laugh, and let your light shine!" ~ Rob Liano

YOUR CURRENT SITUATION

Your routines and experiences may have changed. This is an opportunity to reflect on what your “normal” is today.

In the space below, describe your current situation. Write what comes to you without self-judgement. Answer questions such as:

- | | |
|---|---|
| <input type="checkbox"/> Who are you? | <input type="checkbox"/> When did this start? |
| <input type="checkbox"/> Where are you? | <input type="checkbox"/> What are you thinking? |
| <input type="checkbox"/> What is happening? | <input type="checkbox"/> What are you feeling? |



CHOICE THEORY

~ William Glasser ~

Identifying your needs is key to understanding what you have lost. William Glasser identified the 5 basic needs as survival, love and belonging, power, fun, and freedom. He proposes that people are in control of how they get their needs met by the choices they make every day.

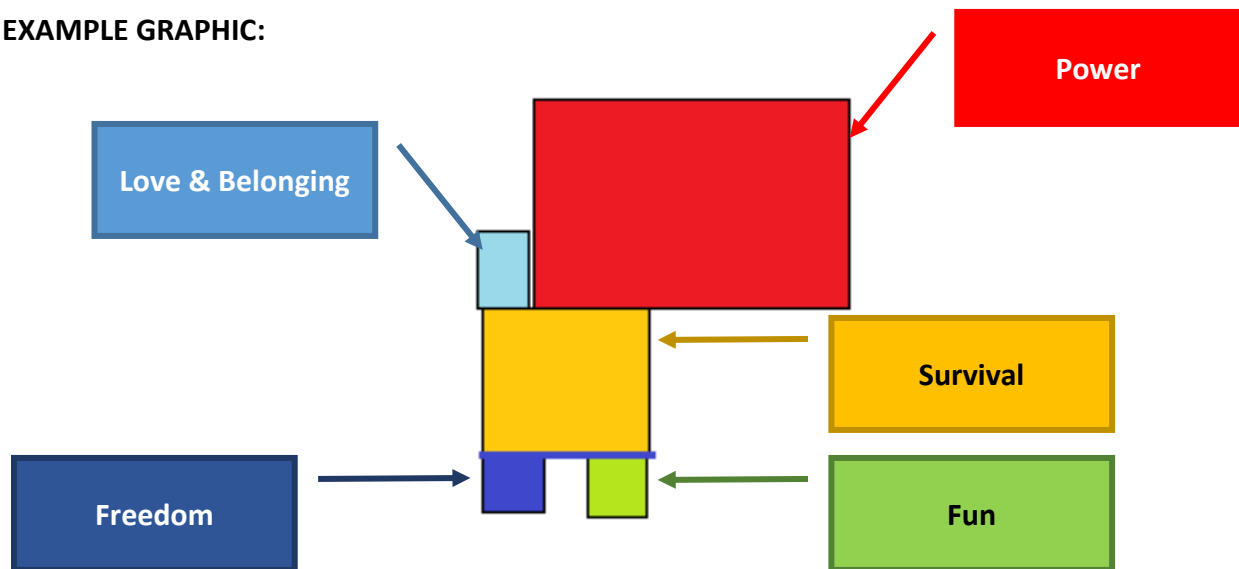
<p>LOVE & BELONGING</p> <p>Belonging, sharing, caring, accepting, intimacy, affection, nurturing, joining, supporting</p> <p>Meet through:</p> <p>Family friends, co-workers, groups, joining, networking, loving, and being loved</p> <p>OPPOSITE: LONELINESS</p>		<p>POWER</p> <p>Achievement, competency, dominance, self-control, leadership, structure, importance, significance</p> <p>Meet through:</p> <p>Work projects, hobbies, diet, exercise, training, assertiveness, training, education, being strong</p> <p>OPPOSITE: POWERLESS</p>
	<p>SURVIVAL</p> <p>Food, clothing, rest, shelter, sexuality, safety, security, health</p> <p>Meet through:</p> <p>Saving, planning, earning, securing, protecting, eating, sleeping, being sexual, being healthy</p> <p>OPPOSITE: STRUGGLING</p>	
<p>FREEDOM</p> <p>Moving, flexibility, spontaneity, creativity, privacy, openness</p> <p>Meet through:</p> <p>Travel, variety, being free, thinking free, not setting limits, choices, taking time, getting space, independence</p> <p>OPPOSITE: TRAPPED</p>		<p>FUN</p> <p>Play, learning, humour, joy, pleasure, excitement, enthusiasm</p> <p>Meet through:</p> <p>Playing, learning, enjoying, newness, novelty, challenge, creativity, being playful</p> <p>OPPOSITE: BORED</p>

You can use Glasser's needs to draw a picture of how your needs are being met. What follows is an example. Note that the boxes are colour-coded to represent the colours of the needs in the needs graphic on page 7.

EXAMPLE STORY:

A dedicated college student focused his time and energy on doing well in his studies. While he ate well and exercised (**survival**), he had little time to spend time with family and friends (**love and belonging**). He was learning a lot that would help his career (**power**). Because he needed to do maintain his 4.0 GPA, he had little time for **freedom** and other **fun** activities.

EXAMPLE GRAPHIC:



Looking at the graphic, it is easy to see that while the student's **power** need was being met, his other needs were not in balance. Fortunately, for the student, this imbalance is temporary and therefore tolerable as a semester is only 4 months long.

YOUR TURN: In the space below, draw a graphic that represents how your needs are being met.

WHAT DO YOU VALUE?

Neuro-Linguistic Programming

Identifying your values is also key to understanding your thoughts and feelings. Complete the following questionnaire.

1. What items are around your house/room?
2. How do you spend your time?
3. How do you spend your money?
4. What do you think about most of the time?
5. What do you dream about?
6. What is your internal dialogue – what do you say to yourself?
7. What do you talk about with others?
8. What do you react to?
9. What do you frown about?
10. What do you smile about?

Rate these 7 areas of your life in order of importance from 1 (high to low (7)).

- ___ Career
- ___ Family
- ___ Financial (Security, Wealth)
- ___ Mental (Knowledge, Intelligence)
- ___ Physical (Activity, Health)
- ___ Social (Friends, Activity)
- ___ Spiritual



THE DAISY MODEL

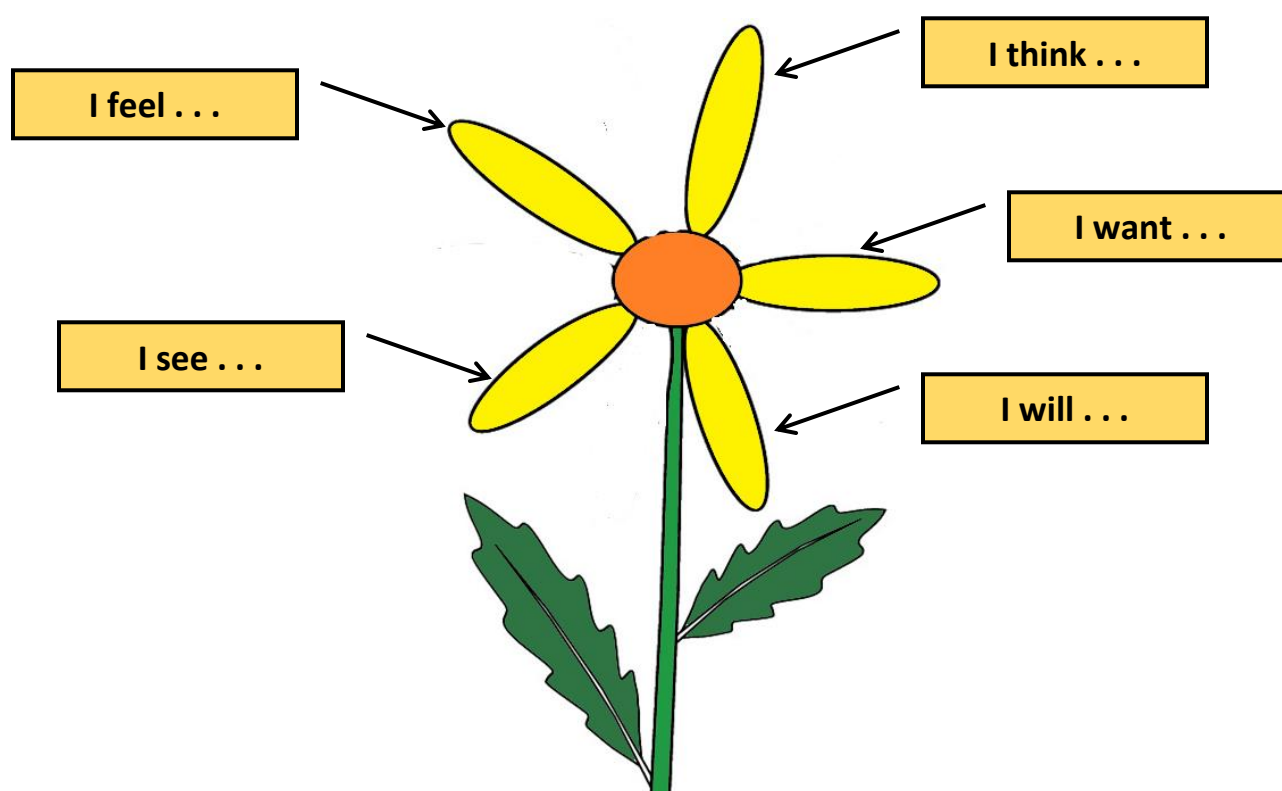
Life Skills Coach Training

There may be times when you are stuck and or conflicted about something or with someone. The Daily Model is a tool to identify the facts, your thoughts and feelings, what you want, and what you commit to do moving forward.

Note: You can also print these statements on sheets of paper [one statement per sheet of paper] and place them on the floor. Some people get more clarity by “walking through” the process.



Directions: Use this process to identify what you are going through and to identify what you want.



I see ... You state the facts about what you see as the problem.

I feel ... You state what you are feeling about THE issue.

I think ... You brainstorm solutions for the conflict you are experiencing.

I want ... You identify what you want to happen for you [and them] to find a solution.

I will ... You [both] identify what you are willing to do to bring about a solution.

Note: The words in brackets [] are included if you are working through a conflict with someone.

CHAPTER 2: WORKING THROUGH GRIEF



Working through grief is like peeling an onion: You cut through all the layers, it makes you cry, and you are glad when you are finished with it.

Chapter 2 contains information and exercises pertaining to change, feelings, and stress.



"You cannot always control what goes on outside. But you can always control what goes on inside." ~ Wayne Dyer

"If the problem can be solved, why worry? If the problem cannot be solved, then worrying will do you no good." ~ Shantideva

CHANGES IN THE 7 AREAS OF LIFE

~ Dr. John Demartini ~

Directions: Describe the changes that you have experienced.



AREA	WHAT WAS (Normal Life)	WHAT IS (New Normal)
Career		
Family		
Financial		
Mental		
Physical		
Social		
Spiritual		

“Some changes look negative on the surface but you will soon realize that space is being created in your life for something new to emerge.” ~ Eckhart Tolle

THE WISDOM OF FEELINGS

~ Catherine Leaker ~

- In feelings, there is wisdom; for the simplest feelings speak the greatest truth.
- Pain in life comes from avoiding the truth your feelings tell.
- Any road that avoids feelings cannot be right.
- Hiding your feelings only makes you go in circles.
- Become comfortable with your feelings because your feelings are your life.
- Trust your feelings for they are your true guidance system.
- If you know what you're feeling, you know what the world is revealing to you.
- If you cannot be true to your feelings, you cannot be true to yourself.
- Trust your feelings, but first you have to know what you really feel.
- When you find out where a feeling started, you also find out why.
- The feelings you are afraid to release cause you to hold on to other things.
- Stay up to date with your feelings. Don't store them. When a feeling ages, it becomes less honest.
- The more immediately you express your hurt, the more completely it resolves.
- Stand up for your feelings; you're free to be yourself.
- You have to be able to cry to live fully; for tears in the right place cause healing.
- Your feelings are explanation enough. Let them speak.
- The greatest credential is the human heart.



AFFIRMATION

I face myself. I see myself. I know myself. I welcome my best self into my life.

PROCESSING FEELINGS

Directions: When processing your feelings, ask yourself these questions:

- | | |
|-------------------------------------|---------------------------|
| ▪ What is going on here? | ▪ What am I feeling? |
| ▪ Where am I feeling it? | ▪ What does it feel like? |
| ▪ When have I felt this way before? | ▪ How did I handle it? |
| ▪ How am I going to handle it now? | |

FEELINGS RECORD LOG

Directions:

- Complete the following feelings record to help you recognize what is at the source of your emotions.
- Rate your level of feeling from 1 (low) to 10 (high).

Date Time	Feeling	Level	My Thoughts	My Behaviour	The Reason



STAGES OF STRESS

Canadian Mental Health



Stage 1: MOBILIZATION OF ENERGY

Primary Stress

- All bodily activity is increased in response to a stressor that is frightening, such as a near car accident.
- This starts the body's "fight-flight" reaction, causing the release of adrenalin.
- You feel your heart pounding and your palms feel sweaty.

Secondary Stress

- It can also be the result of situations where you choose to put yourself under stress (the night before your wedding).

Stage 2: EXHAUSTION OR CONSUMING ENERGY

- If there is no escape from Stage 1, the body will begin to release stored sugars and fats, using up its bodily resources.

Stage 3: DRAINING ENERGY STORES

- If the stressful situation is not resolved, you may become chronically stressed.
- The body's need for energy resources exceeds its ability to produce them.

SIGNS OF CHRONIC STRESS

Chronic stress affects the whole body. The symptoms can vary in severity and can be different for each person.

Directions: Place a checkmark by the symptoms that you are currently experiencing.

- | | | |
|--|--|--|
| <input type="checkbox"/> Anger | <input type="checkbox"/> Frequent colds or flu | <input type="checkbox"/> Nervous habits (pacing) |
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> Heart disease | <input type="checkbox"/> Pain of any kind |
| <input type="checkbox"/> Apathy | <input type="checkbox"/> Lack of concentration | <input type="checkbox"/> Perceived loss of control |
| <input type="checkbox"/> Autoimmune diseases | <input type="checkbox"/> Lack of motivation | <input type="checkbox"/> Poor judgment |
| <input type="checkbox"/> Constipation | <input type="checkbox"/> Loneliness and isolation | <input type="checkbox"/> Procrastination |
| <input type="checkbox"/> Depression | <input type="checkbox"/> Loss of sex drive | <input type="checkbox"/> Reproductive issues |
| <input type="checkbox"/> Diarrhea | <input type="checkbox"/> Memory problems | <input type="checkbox"/> Restlessness |
| <input type="checkbox"/> Difficulty making decisions | <input type="checkbox"/> Mental issues | <input type="checkbox"/> Skin conditions |
| <input type="checkbox"/> Digestive problems | <input type="checkbox"/> Misplacing things | <input type="checkbox"/> Sleep problems |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> Moodiness, irritability | <input type="checkbox"/> Thinking and memory problems |
| <input type="checkbox"/> Emotional issues | <input type="checkbox"/> Muscle tension | <input type="checkbox"/> Using alcohol, cigarettes, or drugs |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Nausea | <input type="checkbox"/> Weight problems |
| <input type="checkbox"/> Feeling overwhelmed | <input type="checkbox"/> Neglecting responsibilities | |

DEALING WITH STRESS

What do you feel when you are stressed?

Where do you feel it?

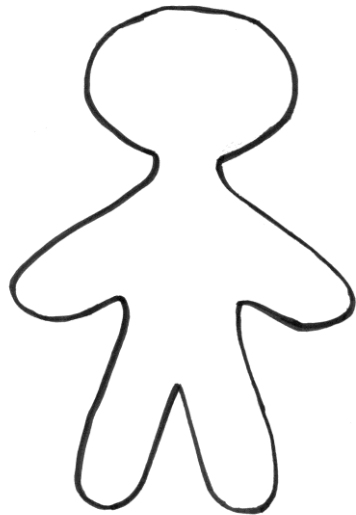
What's your breathing like?

What colour is your stress?

If it were a picture, it would be a . . .

When you are stressed, what do you need?

When you are stressed, what do you need from others?



STRESS QUESTIONNAIRE



Directions: Complete the following questionnaire.

What I find stressful this week is

What are you thinking about yourself, others, or the situation when you are stressed?

I have control over these stresses:

I have no control over these stresses:

What is the POSITIVE benefit I get by holding on to this stress?

For each stress identified, what positive thought, action, or feeling can you have or do that will assist you in moving forward?

STRESSORS AND RELIEVERS

A college instructor divided her class into two groups. She asked one group to identify some sources of stress; the other group was to identify some stress relievers.

The first group identified the following as causing stress:

- | | | |
|---------------|--------------------|------------|
| ▪ Animals | ▪ Friends | ▪ Sex |
| ▪ Chores | ▪ Holidays | ▪ Spouse |
| ▪ Environment | ▪ Money | ▪ Traffic |
| ▪ Exercise | ▪ Neighbours | ▪ Vacation |
| ▪ Family | ▪ Noise | ▪ Weather |
| ▪ Food | ▪ Responsibilities | ▪ Work |

The second group identified the following as **relieving stress**:

- | | | |
|---------------|--------------------|------------|
| ▪ Animals | ▪ Friends | ▪ Sex |
| ▪ Chores | ▪ Holidays | ▪ Spouse |
| ▪ Environment | ▪ Money | ▪ Traffic |
| ▪ Exercise | ▪ Neighbours | ▪ Vacation |
| ▪ Family | ▪ Noise | ▪ Weather |
| ▪ Food | ▪ Responsibilities | ▪ Work |

Interesting!

How we perceive a situation determines our stress level. If we believe that we do not have the skills to handle the situation, then we label it stressful. If we decide that we have the knowledge, skill, and capacity to handle the situation, we do not see it as being stressful.



“Everything is either an opportunity to grow or an obstacle to keep you from growing. You get to choose.” ~ Dr. Wayne Dyer

CHAPTER 3: MY SUPPORTS



Chapter 3 presents information on your circle of control, a process for dealing with grief, your habits, goals, support systems, behaviours, and self-esteem.

The worksheets pose a lot of questions – sometimes they are very similar; however, the purpose of the questions is to assist the reader in gaining awareness and clarity as they move forward.



"Surround yourself with people who don't just ask how you are doing. Surround yourself with people who make an effort to make sure they are part of the reason you are doing so well." ~ Jennae Cecelia

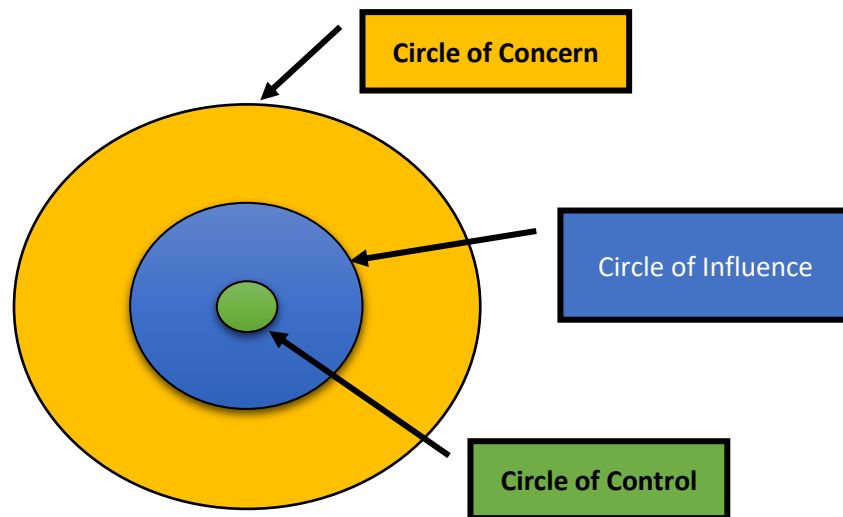
CIRCLES OF CONCERN, INFLUENCE, & CONTROL

Chris Chittenden's online article (2020) discusses the circles of concern, influence, and control and where you can "put your energy to achieve a more fulfilling life." The writer also identifies the pronouns used with each circle.

The Circle of Concern includes the variety of interests that we are concerned about: family, career, government, world peace, etc. (Pronouns: I, We, It)

The Circle of Influence includes those areas that we can have some control over; e.g., we can motivate others by being healthy and exercising daily. (Pronoun: We)

The Circle of Control includes those areas that we have direct control over; e.g., getting enough sleep, eating healthy, exercising, etc. (Pronoun: I)



1. What are the things that you are concerned about?
2. What are the things that you can influence?
3. What are the things that you can directly control?

"The best way to not feel hopeless is to get up and do something. Don't wait for good things to happen to you. If you go out and make some good things happen, you will fill the world with hope; you will fill yourself with hope." ~ Barack Obama

THE DEMARTINI METHOD FOR DEALING WITH GRIEF

The Great Discovery™: We require both sides of life's coin to grow. We require both sides (benefit and drawback) equally. If we are overly supported, we become dependent and weak. If we are too challenged, we become independent and strong. This Law of Equilibrium applies to our past, present, and future (Weil, 2010).



The Dealing with Grief Form is on the following page. An example of how to complete the form appears below. The reader needs to answer all four questions with honesty and intent in order to deal with the perception of loss in order to become equilibrated.

In **Column 1**, identify **ALL** the traits in all of the 7 life areas that are thought to be lost by the crisis. (Refer to Changes in the 7 Areas of Life worksheet.)

In **Column 2**, identify the person or persons who have come into your life, immediately after the crisis, who have those traits. It could be you or others, one or many, male or female, near or far.

In **Column 3**, identify the **drawback** of the trait that appears to be lost.

In **Column 4**, identify the **benefit** of the trait as it appears in its new form.

EXAMPLE

In order to demonstrate this, we list only 2 traits in Column 1. One should list anywhere from 10 to 50 traits—as many as it takes to process the grief.

Situation: As a result of social distancing, a person is missing **fun** and the **connection** with others.

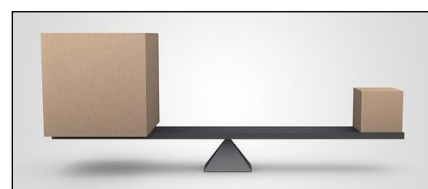
COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
What specific trait or behavior do I miss?	Who is now providing that trait or behavior in another form?	What was the drawback trait?	What is the benefit of the new form?
Fun	L, J, B, neighbors, club	Felt guilty – not fulfilling obligations, costly	More engaging, more supportive, new, open, honest, less costly
Connection	Parents, colleagues, friends, pets	Sense of extreme obligation, time consuming, distracting	Time spent is valued, more sincere, open, honest, genuine

Having experienced a crisis, a person may be mentally, emotionally, physically, and spiritually challenged. A person may want to quit and give numerous excuses as to why s/he must stop. In *The Riches Within*, Demartini (2008, p. 187) suggests that this need to stop is more of an **internal conflict** than an ability to think. Be patient and persist.

THE DEMARTINI METHOD FOR GRIEF FORM

[illegible]

"There is a blessing in every stressing!" ~ Dr. John Demartini



THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

~ Stephen Covey ~

1. **Be proactive:** Individuals are responsible for their own choices and take initiative.

Question: What actions can you take to change the situation?

2. **Begin with the end in mind:** Set goals and work towards achieving them.

Question: What are your top three goals?

3. **Put first things first:** Set your priorities.

Question: What is most important to/for you?



4. **Think Win-Win:** Effective, long-term relationships require mutual benefit.

Question: How can you reach your goals and help others to reach theirs?

5. **Seek first to understand, and then to be understood:** Listen to understand.

Question: What is your communication style? Can it be improved? If so, how?

6. **Synergize**

The whole is greater than the sum of its parts – value differences and build cooperation.

Question: Who can help you achieve your goals? Who supports and challenges you?

7. **Sharpen the Saw**

Take time for self-care and reflection.

Question: What are you doing to care for your emotional and physical well-being?

POSSIBILITIES FORMULA

Neuro-Linguistic Programming



Through the Daisy Model and the 7 Habits of Highly Effective People questions, you have determined what you want. This worksheet helps you to identify the resources and barriers you may face in working towards your goal.

What do you want?
How will you know when you have it?
Where, when and with whom do you want it?
How will your desired outcome affect your life? The life of others?
What stops you from having the desired outcome already?
What resources do you already have to get your outcome?
What additional resources do you need in order to get your outcome?
Whom can you ask for assistance?
What are you willing to do to achieve your goal?
Is it worth having? If so, what is the reason for having it?

SOCIAL SUPPORT SYSTEMS

~ Life Skills Coach Training ~



In the midst of social distancing and isolation, it is important to know that you are not alone, to recognize who has been there for you, and to cultivate new relationships to strengthen your social support network. Having a strong social network increases your ability to deal with stressful situations and can improve our self-esteem.

The following worksheets help you to identify the key people who can/do support you.

Identify two people to whom you turned to before in times of crises.
How did you ask for support from these people during those times?
Were you able to ask for what you needed from them?
Were they able to provide what you needed from them? What did each provide?
Are they the same people you turn to now? Why or Why not?
What changed?
How can you improve/increase your support?
How can you ask for support when you may not know what you need?
What are the benefits of asking for support?

“We don’t heal in isolation, but in community.” ~ S. Kelley Harrell

SOCIAL SUPPORT

~ Life Skills Coach Training ~



Directions: Identify the people who have the following roles in your life and give the reason they are in that role.

- If you do not have someone currently in that role, who are the people in your community [real or virtual] who you would like to have that role.

Role	Person(s)	Rationale
Elder/Listener One who cares and can be trusted. This person passes no judgment or gives advice.		
Unconditional Love Someone you can cry in front of; someone who loves you no matter what you say or do.		
Emotional Support Someone who tends to agree with you; someone who believes you have integrity and are a smart person.		
Technical Advisor A person who can assess your skills; a person of equal skill.		
Mentor Someone who will pace you and keep you learning; generally someone with a higher skill level than you.		
Challenger Someone who keeps you honest; they will not allow you to fool yourself or play games.		
Kindred Spirit Someone who shares your view of life; someone you go to for inner peace and harmony.		

“No one can whistle a symphony. It takes a whole orchestra to play it.” ~ H. E. Luccock




BEHAVIOUR TRAFFIC LIGHTS



"Insanity is doing the same thing over and over again and expecting the same results. ~ Albert Einstein

"Wisdom is the ability to see opportunity simultaneously in the heart of the disaster." ~ Dr. John Demartini

You have worked through the Possibilities Formula and the Support worksheets; it is now time to look at your behaviours. What are you willing to start, stop, slow down, and keep doing. Write your answers in the spaces below.

LIGHTS	ACTIONS
 <p>What will you start or continue to do?</p>	
 <p>What will you slow down or start slowly?</p>	
 <p>What will you stop doing that will improve your situation?</p>	



CONTRACT FOR CHANGE

Having answered the previous questions, decide on what you will do to change to create the life you want within the new normal experience. Choose someone to be your contract “buddy.” Complete this form together.



ITEMS	DATE
What I will start doing is:	
What I will stop doing is:	
The new behavior(s) others will see me do is (are):	
The positive benefits I will get from doing this are:	
What may mess up my plan is:	
What others can do to support me in achieving my contract goal is:	

Contract Buddy's name: _____

Phone: _____ Email: _____

I am accountable to my contract buddy & will report by this date: _____.

Signed: _____

SELF ESTEEM

Darlene Lancer defines self-esteem as “what we think about ourselves. When it’s positive, we have confidence and self-respect. . . . [It] affects what we think, but also how we feel and behave.”



The following list contains descriptive words that identify personal strengths.

Directions: Place a checkmark by each of the descriptive words that currently apply to you.

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Adventurous | <input type="checkbox"/> Discipline | <input type="checkbox"/> Loving |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Empathy | <input type="checkbox"/> Love of learning |
| <input type="checkbox"/> Analytical | <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Modesty |
| <input type="checkbox"/> Assertiveness | <input type="checkbox"/> Fairness | <input type="checkbox"/> Motivated |
| <input type="checkbox"/> Athleticism | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Open minded |
| <input type="checkbox"/> Authentic | <input type="checkbox"/> Forgiveness | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Brave | <input type="checkbox"/> Friendly | <input type="checkbox"/> Patience |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Gratitude | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Common sense | <input type="checkbox"/> Honesty | <input type="checkbox"/> Problem solving |
| <input type="checkbox"/> Communicative | <input type="checkbox"/> Humor | <input type="checkbox"/> Reflective |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Independence | <input type="checkbox"/> Self-control |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Intelligence | <input type="checkbox"/> Socially aware |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Kindness | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Curious | <input type="checkbox"/> Leadership | <input type="checkbox"/> Team Player |
| <input type="checkbox"/> Dedicated | <input type="checkbox"/> Logical | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Decisive | <input type="checkbox"/> Loyal | <input type="checkbox"/> Wisdom |

Directions: Based on the descriptive words you have chosen, write a description of who you are.

SELF ESTEEM WORKSHEET



Complete the following:

I was . . .

What changed for me was . . .

I am . . .

What I choose to change will be . . .

I will be . . .

CHAPTER 4: TOOLS FOR EACH DAY



Chapter 4 is about gratitude, self-care tips, and perception. It also contains our final word!



“We can complain because rose bushes have thorns, or rejoice because thorns have roses.” ~ Alphonse Karr

“Acknowledging the good that you already have in your life is the foundation for all abundance.” ~ Eckhart Tolle

GRATITUDE JOURNAL

"If you take time to count your blessing, you will get more blessing to count." ~ Dr. John Demartini

"You will become what you focus on." ~ F. G. MacIntyre

Ten things I am grateful for about me are:

Ten things I am grateful for about life are:

Ten things I appreciate about others are:



SELF-CARE TIPS

While the physical isolation is in place, it is important that you take good care of yourself. Here is a list of things you can choose to do.

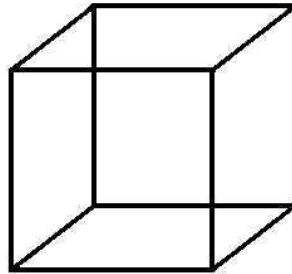
- ☐ Ask for help
- ☐ Clear out your closets
- ☐ Connect with friends online
- ☐ Create a video
- ☐ Create music
- ☐ Dance
- ☐ De-clutter
- ☐ Eat well
- ☐ Exercise regularly
- ☐ Follow a routine
- ☐ Get enough sleep
- ☐ Get dressed up
- ☐ Get/Stay organized
- ☐ Learn something new
- ☐ Learn to play an instrument
- ☐ Listen to music
- ☐ Make a bucket list
- ☐ Make a list to complete each day
- ☐ Meditate
- ☐ Organize your photos
- ☐ Paint, draw pictures
- ☐ Plan fun activities
- ☐ Plan your day
- ☐ Practice good hygiene
- ☐ Read
- ☐ Spend time with your pet
- ☐ Start a journal
- ☐ Start a new hobby
- ☐ Start new rituals
- ☐ Stay connected—by phone or online
- ☐ Take an online course
- ☐ Try new recipes



THE NECKER CUBE

The cube is an optical illusion created by Louis Albert Necker. If you stare at it long enough, it “switches.” (Wikipedia)

Changing your perception about something, can change the way you see it.



“Change your thinking; change your life.” ~ Wayne Dyer

FINAL WORD

Life is a journey. Physical isolation is complex. It is a difficult thing. It is multi-layered and has a number of contributing factors.

Hopefully, this workbook has guided you to a place of some inner peace and contentment. The journey within is an amazing adventure. Through knowing your thoughts and feelings, you are better able to balance your perception of reality and be better prepared for life’s challenges.

“Life imposes things on you that you can’t control, but you still have the choice of how you’re going to live through this.” ~ Celine Dion

Be strong!



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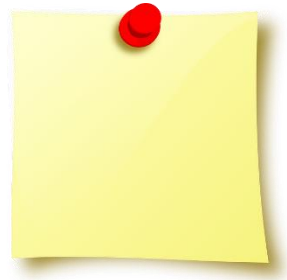
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MY NOTES





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