

LITTLE **children**
BIG challenges

Educator Activity Guide



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Table of Contents

Welcome	1
Introduction.....	2
Section 1: Exploring Feelings.....	5
Week 1: I Feel Happy	7
Day One: Word Garden.....	8
Day Two: Explore	10
Day Three: Routines	12
Day Four: Watch and Play	13
Day Five: Show It	15
Week 2: I Feel Sad	16
Day One: Word Garden	17
Day Two: Explore	19
Day Three: Routines	21
Day Four: Watch and Play	22
Day Five: Show It	24
Week 3: I Feel Mad	25
Day One: Word Garden	26
Day Two: Explore	28
Day Three: Routines	30
Day Four: Watch and Play	31
Day Five: Show It	33
Week 4: This is How I Feel	34
Day One: Word Garden	35
Day Two: Explore	37
Day Three: Routines	38
Day Four: Watch and Play	39

Day Five: Show It	41
Week 5: I Know My Feelings	42
Day One: Word Garden	43
Day Two: Explore	45
Day Three: Routines	46
Day Four: Watch and Play	47
Day Five: Show It	49

Section 2: Problem Solving50

Week 6: Breathe, Think, Do	53
Day One: Word Garden	54
Day Two: Explore	56
Day Three: Problem Solving	58
Day Four: Watch and Play	60
Day Five: Show It	62
Week 7: What's the Problem? What's the Plan?	64
Day One: Word Garden	65
Day Two: Explore	67
Day Three: Problem Solving	69
Day Four: Watch and Play	71
Day Five: Show It	73
Week 8: What's the Problem? Who Can Help?	74
Day One: Word Garden	75
Day Two: Explore	77
Day Three: Problem Solving	79
Day Four: Watch and Play	81
Day Five: Show It	83
Week 9: Let's Try It	84
Day One: Word Garden	85
Day Two: Explore	87

Day Three: Problem Solving	89
Day Four: Watch and Play	91
Day Five: Show It	93
Week 10: Try, Try Again	94
Day One: Word Garden	95
Day Two: Explore	97
Day Three: Problem Solving	99
Day Four: Watch and Play	101
Day Five: Show It	103

Section 3: Celebrating What We've Learned104

Week 11: What We've Learned.....	105
Day One: Word Garden	106
Day Two: Explore	108
Day Three: Problem Solving	109
Day Four: Watch and Play	111
Day Five: Show It	112
Week 12: Let's Celebrate!	113
Day One: Word Garden	114
Day Two: Explore	116
Day Three: Celebrate	117
Day Four: Watch and Play	119
Day Five: Show It	120

Section 4: Printables122

Welcome!



Welcome to the *Little Children, Big Challenges Educator Activity Guide*! Everyday challenges are a part of life and happen all the time. When you give children the tools to navigate the little and big obstacles that come their way, you help them to learn and to grow in school and in life.

You already play such an important role in developing strong children.

Your caring and supportive learning environment helps children feel confident and build resilience. Resilience is the ability to cope with and overcome challenges. With your encouragement, children are better able to cope with difficult feelings and solve problems. As children practice understanding their feelings and develop skills to solve problems, they build important resilience skills that will help them each day.

Sesame Street has created this guide to help you further develop resilience skills in the children you teach.

Over the next 12 weeks, you will have the chance to help children build skills to overcome challenges both inside and outside of the classroom.

Children will learn to

- Label, express, and manage feelings;
- Understand the feelings of others;
- Calm down when they are frustrated or have a problem;
- Identify a problem and come up with ways to solve it;
- Ask for help from caring adults.

These activities are designed to build on what you are already doing in your classroom to teach feelings and problem solving.

All of the activities are easy to do with very little setup and materials, and each activity can be adapted for your students and to your specific setting or class size. Each activity takes 10 to 20 minutes to complete, and each section uses a repeating structure so that you and your children can practice the ideas and strategies being taught.



Section 1: Exploring Feelings (Weeks 1-5)

Day 1 of each week: Word Garden — Children will learn the key messages and words of the week through a movement and a call-and-response chant that they will do three times.

Day 2 of each week: Explore — Children will engage in hands-on art activities, games, and stories that explore feelings.

Day 3 of each week: Routines — Words of the week will be reinforced through activities that are tied to your everyday routines.

Day 4 of each week: Watch and Play — Children will watch and interact with a fun *Sesame Street* video found on YouTube at <http://bit.ly/1jGOZuB>. Children will practice identifying the feelings of their favorite Sesame Street friends.

Day 5 of each week: Show It — Children will review the call-and-response chant two times, and practice sharing their feelings throughout the day.

Section 2: Problem Solving (Weeks 6-10)

Day 1 of each week: Word Garden — Children will learn the key messages and words of the week through a movement and a call-and-response chant that they will do three times.

Day 2 of each week: Explore — Children will be introduced to a problem that a Sesame Street friend is having. They will talk about the problem and begin to brainstorm ways to solve it.

Day 3 of each week: Problem Solving — Children will engage in a hands-on activity that will help them further explore problem solving strategies.

Day 4 of each week: Watch and Play — Children will watch and interact with a fun *Sesame Street* video, found on YouTube at <http://bit.ly/1jGOZuB> that tells the same story that was discussed on Day 2. Children will get to see the plan that the Sesame Street character used to solve the problem.

Day 5 of each week: Show It — Children will review the call-and-response chant two times, and you will be provided with tips for how to incorporate the week's learning goals into your everyday classroom routines.

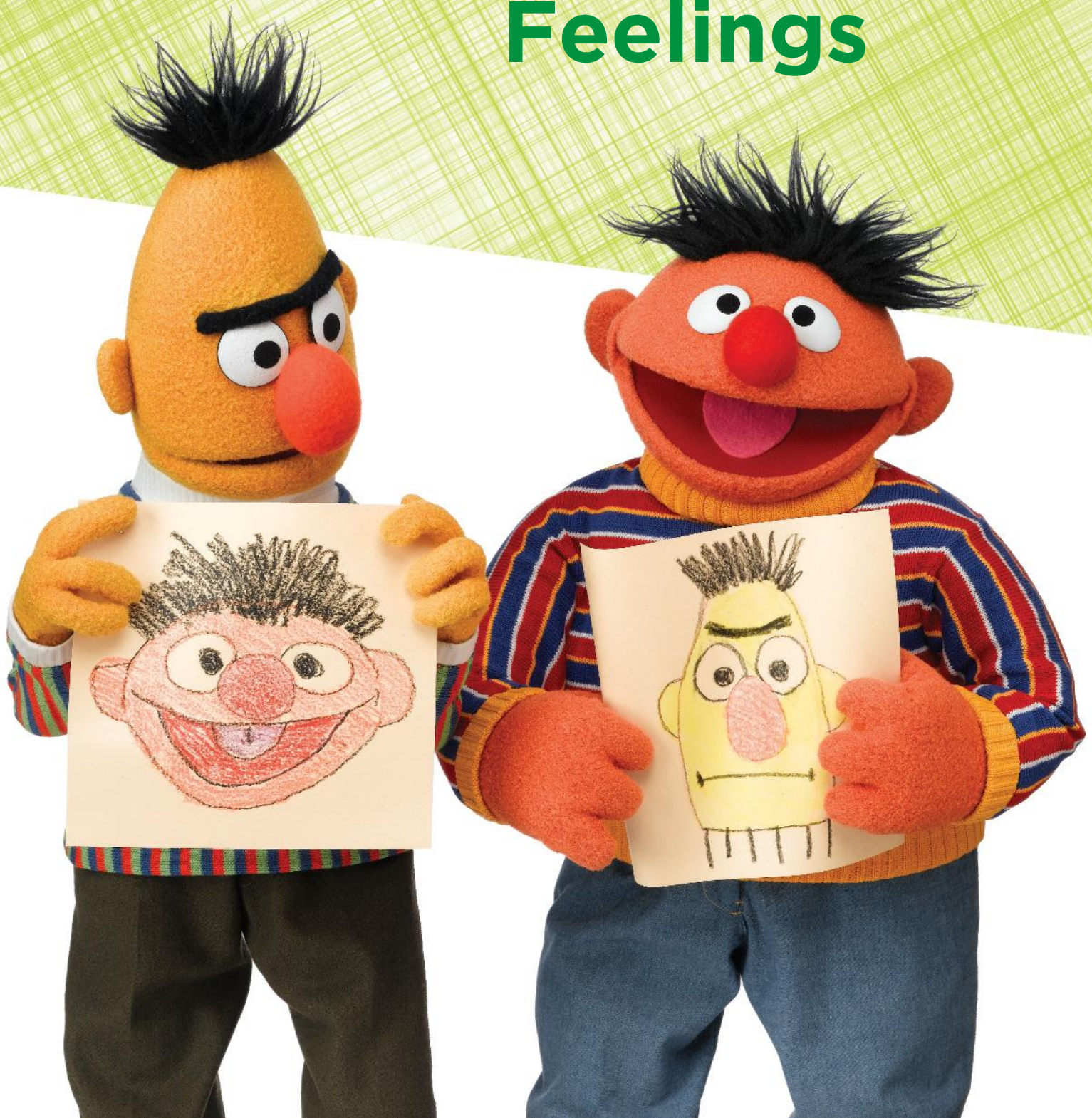
Section 3: Celebrating What We've Learned (Weeks 11-12)

In the final two weeks, children will be given a chance to review and celebrate all that they have learned!



SECTION 1

Exploring Feelings



Feelings come in all shapes and sizes, and for young children they can be new and overwhelming. Over the next five weeks, you'll help children to discover the feelings they have inside.

Children will

- Learn feeling words;
- Learn to recognize feelings when they arise;
- Explore ways to express, cope with, and manage feelings;
- Identify feelings in others.

Tips

- Assure children that all feelings are OK. Before you begin, let children know that everyone has feelings (even you!), and that it is completely natural to feel lots of feelings; it's even natural to feel lots of feelings all at the same time. Let children know that your classroom is a safe place to talk about their feelings.
- Before you begin, find out the feeling words that children already know. Take some time to discuss different words that can be used to describe or "tell" how someone feels.
- One of the ways that children learn about feelings is through physical cues. As you explore feelings with children, feel free to be expressive. If you are talking about a **happy** feeling, give a big, bright smile. If you are talking about a **sad** feeling, give a frown, hang your head, and speak in a **sad** tone. The more you "show" how you feel, the more children will understand how you feel.
- It will help to notice how children in your class are feeling, identify and name the feeling, and point out children's physical cues so that they become aware of them.
- You can adapt the chants for each week as necessary, and even chant or sing them to the tune of a favorite song or nursery rhyme.



Week 1

I Feel Happy

Explore feelings: This week children will learn to express and label **happy** feelings.

Children will

- Learn words to describe **happy** feelings;
- Recognize moments when they feel **happy**.



Words of the Week

Word	Definition	Pose
Happy	Happy means you feel good about something.	Give a big smile.
Thrilled	Thrilled means you feel really happy.	Give a big smile, and raise your hands above your head.
Ecstatic	Ecstatic means you feel SUPER happy.	Give a big smile, raise your hands above your head, and jump.



Day One:

Word Garden [15 minutes]

Call-and-Response

Children will learn words as they chant and move.

Goal

- Learn the words **happy**, **thrilled**, and **ecstatic**.

Supplies

- Word Cards Printable
- Safety scissors
- Hook-and-loop tape
- Books that address the featured feelings (optional)
- Camera (optional)

Setup

Before you begin, cut out the word cards for **happy**, **thrilled**, and **ecstatic**, and create a space in your classroom for your permanent Word Garden. Think of a few examples of times that you've felt **happy**, **thrilled**, and **ecstatic**, and be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that you are going to plant a "garden" full of words. Show children the area where you'll be "planting" your Word Garden. Explain that you are going to start by planting words about *feelings*. Today you are going to plant **happy** words. Show each word flower, and share its definition and pose.
2. Give examples of times that you've felt **happy**, **thrilled**, and **ecstatic**. Then ask, "When is a time that something good happened and you felt **happy**? When is a time that something great happened and you were really **happy**—you felt **thrilled**? When is a time that you were so SUPER **happy** that you felt **ecstatic**?"
3. Choose children to go up to the Word Garden and "plant" the words of the week. (Use hook-and-loop tape to put them up.)

4. Now lead children in the call-and-response. Encourage children to repeat the words and do the poses after you. Repeat the call-and-response three times. If possible, take a picture of children doing each pose, and display each picture next to the corresponding word card in your Word Garden. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

I feel good about something, yay!

[Children repeat: I feel good about something, yay!]

I feel happy today.

[Children repeat: I feel **happy** today.]

I feel really happy, yay!

[Children repeat: I feel really **happy**, yay!]

That means I feel thrilled today.

[Children repeat: That means I feel **thrilled** today.]

I feel super happy, yay!

[Children repeat: I feel super **happy**, yay!]

That means I feel ecstatic today.

[Children repeat: That means I feel **ecstatic** today.]



Day Two: Explore [20 minutes]

Share the Happy Feelings

Children will investigate **happy** feelings with an art activity.

Goals

- Review the words **happy**, **thrilled**, and **ecstatic**.
- Learn to notice and express **happy** feelings.

Supplies

- A shoebox or bag
- Images showing **happy** feelings from the Internet, magazines, or newspapers
- Large index cards or pieces of standard white paper cut in half (one per child)
- Crayons and markers

Setup

Decorate a shoebox or bag with **happy** images. Try to find images on the Internet, in magazines, or in newspapers that show a clear difference between levels of happiness. For instance, a **happy** image might show someone smiling, and an **ecstatic** image might show someone jumping for joy. If you can, try to find images that mirror the poses on the Word Garden cards. Write the word **happy** on the lid and sides of the box or bag.

Activity

1. Share the definition and pose for the word **happy**. Ask children, “What word am I thinking of?” If children do not know, tell them the word and repeat its definition and pose. Now choose a child to go to the Word Garden and pick the word **happy**. Repeat this for **thrilled** and **ecstatic**. Review the **happy** call-and-response together two times.
2. Show children the **happy** box and explain, “In this box we are going to put pictures of times that we felt **happy**. After we’ve finished, we’ll be able to look into this box and it will remind us of **happy** feelings.”
3. Give children blank slips of paper or index cards and ask them to draw times they felt **happy** feelings like **happy**, **thrilled**, or **ecstatic**. Give the following Sesame Street example. You can say, “I want to tell you a story



about Elmo. One day a new friend came to Sesame Street. Her name was Zoe. Elmo felt **happy** when he first met Zoe. He knew they would be great friends. One day, Elmo felt **thrilled** when Zoe asked Elmo if he wanted to have a playdate. Then, when they were having their playdate, Elmo and Zoe went to the zoo. Elmo felt **ecstatic** when they got to see a baby panda.”

4. As children work, go around the room and talk to them about their drawings. Ask children to describe how they were feeling in the pictures. To help children name the feelings, you can ask questions like, “How did it make you feel? **Happy**? **Thrilled**, which means really **happy**? Or **ecstatic**, which means SUPER **happy**?” Under each child’s drawing, write one sentence that describes what is happening in the picture. If the child draws her baby brother, the teacher may, for example, write, “Jenna’s baby brother was born.” On the other side of the card, write one sentence that tells how the event made the child feel based on your conversation with the child. For example, “Jenna felt **ecstatic**!”



Young children are just learning to express themselves through drawings. It’s OK if their drawings are scribbles. Even their scribbles have meaning and should be encouraged. If a child does not want to draw, provide a magazine or newspaper and ask the child to tear out a picture.



Day Three: Routines [15 minutes]

Pass the Happy Words

Children will review **happy** words with a circle time game.

Goals

- Review the different words for **happy**.
- Learn about the feelings of others.

Supplies

- **Happy** box or bag

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. During circle time, review the **happy** call-and-response two times.
2. Now choose a card from the **happy** box, show the picture, and invite the child whose card it is to come up and stand by you as you share the card. Read the description, and then reveal the feeling. “Jenna’s baby brother was born. Jenna felt **happy**.” Ask children, “Have you ever felt **happy**? When did you feel **happy**?”
3. Now have children stand up and “pass” the word **happy**. Begin by saying the word **happy** as you do the pose for it. Now the person next to you should say the word and do the pose, then the person next to him should say the word and do the pose. Continue until each child in the circle has said the word and done the pose. Now choose a card that describes a **thrilled** moment, and repeat the process. Do the same for the word **ecstatic**.



Children will be better able to navigate feelings when they can recognize the feelings of others. Talk about what people look like when they are **happy**. Ask, “What do their faces look like? What do they act like? What do they sound like?”



Day Four:

Watch and Play [20 minutes]

Elmo and Cookie Monster Share

Children will identify feelings with a *Sesame Street* video.

Goals

- Learn and review **happy** words.
- Use words to describe feelings.
- Identify the feelings of others.

Supplies

- Computer or interactive whiteboard for viewing the Week 1, Day 4, segment, “Sharing Cookies” on YouTube at <http://bit.ly/1aRX7qX>
- Piece of paper with the word **happy** written on it
- Piece of paper with the word **ecstatic** written on it
- Hook-and-loop tape

Setup

Create two spaces on different ends of your room: one for children to locate and move to that you will label **happy**, and one that you will label **ecstatic**. Prepare the video so it is ready to be played.

Activity

1. Review the **happy** call-and-response two times.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video where Elmo and Cookie Monster have some **happy** feelings.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again, and talk about how the characters are feeling.”
5. Play the video again without stopping. At the end ask, “What made Cookie Monster feel **happy**? What made Elmo feel **happy**?” Ask, “Does sharing make you feel **happy**, too? Does sharing ever make you feel **ecstatic**? What are the feelings you have when you share?”
6. At one end of the room post the word **happy**, and at the other end of the room post the word **ecstatic**. Explain, “I’m going to tell you about

something that happened to Cookie Monster and Elmo. If you think they are feeling **happy**, walk quickly and quietly to the **happy** wall. If you think they are feeling **ecstatic**, walk quickly and quietly to the **ecstatic** wall.” Demonstrate walking to the different locations. Say, “Different people feel different things. It’s OK if some of you feel **happy**, but others feel **ecstatic**.”

7. Now share the following scenarios, and encourage children to go to the location that reveals how Cookie Monster and Elmo are feeling. You can say,

“First, Cookie Monster and Elmo got to spend time together at Hooper’s Store.

Then, Cookie Monster and Elmo shared a delicious cookie.

Last, Cookie Monster and Elmo ate the cookie, and it was the very best cookie they ever had.”

After each example, ask, “Are they feeling **happy** or **ecstatic**? How would you feel?”

8. Continue providing examples. Ask children to add their own examples too.





Day Five:

Show It [10 minutes]

What's the Feeling?

Children will celebrate the words of the week by noticing feelings.

Goal

- Know the words **happy**, **thrilled**, and **ecstatic**.

Supplies

- Feeling Faces Printable

Setup

None

Activity

1. Begin your day by doing this week's call-and-response two times.
2. As you go about your daily class routines, look for moments when children are displaying **happy** feelings. Look for facial expressions and other physical cues. Then, share what you see. For example, "Henry, you look **thrilled** that you got the chance to try the car puzzle." Point to the word **thrilled** on the Feeling Faces Printable. You might say, "Do you know how I knew you might feel **thrilled**? You were making this expression with your face." Give a big smile, just as you did in the pose for the word **thrilled**.
3. Have that child share the definition and pose for the word you just used (in this case, **thrilled**).
4. Continue noticing and sharing this week's feelings throughout the day.

Week 2

I Feel Sad

Explore feelings: This week, children will learn to express and label **sad** feelings.

Children will

- Learn words to describe **sad** feelings;
- Recognize moments when they feel **sad**;
- Explore some ways to manage **sad** feelings.

Words of the Week

Word	Definition	Pose
Sad	Sad means you do not feel happy.	Give a frown.
Disappointed	Disappointed means you feel sad that something did not work out.	Give a frown, and hang your head.
Miserable	Miserable means you feel SUPER sad.	Give a frown, hang your head, and fold your arms.



Day One: Word Garden [15 minutes]

Call-and-Response

Children will learn words as they chant and move.

Goals

- Learn the words **sad**, **disappointed**, and **miserable**.
- Explore ways to manage feelings.

Supplies

- Word Cards Printable
- Safety scissors
- Hook-and-loop tape
- Books that address featured feelings (optional)
- Camera (optional)

Setup

Before you begin, cut out the word cards for **sad**, **disappointed**, and **miserable**. Think of a few examples of times you've felt **sad**, **disappointed**, and **miserable**, and be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that today you are going to plant **sad** words in your Word Garden. Show each word flower, and share its definition and pose.
2. Give lots of examples of times that you've felt **sad**, **disappointed**, and **miserable**. Then ask, "When is a time something made you feel **sad** (a time when you did not feel **happy**)? When is a time that something didn't work out the way you wanted it to, and you felt **disappointed**? When is a time you were so SUPER **sad** that you felt **miserable**?" Then ask, "What helped you feel better?" If children are having a hard time coming up with examples, provide a few, such as, "I felt **disappointed** when I was supposed to go to the park, but I couldn't because there were thunderstorms!" or "I felt **miserable** when I was sick with the flu all weekend."

3. Choose children to go up to the Word Garden and “plant” the words of the week. (Use hook-and-loop tape to put them up.)
4. Now lead children in the call-and-response. Have children repeat the words and do the poses after you. Repeat the call-and-response three times. If possible, take a picture of children doing each pose, and display each picture next to the corresponding word card in your Word Garden. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

I don't feel happy. Boo hoo.

[Children repeat: I don't feel happy. Boo hoo.]

I feel sad, let me tell you.

[Children repeat: I feel **sad**, let me tell you.]

Something didn't work out. Boo hoo.

[Children repeat: Something didn't work out. Boo hoo.]

I feel disappointed, let me tell you.

[Children repeat: I feel **disappointed**, let me tell you.]

Something made me feel super sad. Boo hoo.

[Children repeat: Something made me feel super **sad**. Boo hoo.]

I feel miserable, let me tell you.

[Children repeat: I feel **miserable**, let me tell you.]





Day Two: Explore [20 minutes]

Share the Sad Feelings

Children will investigate **sad** feelings with an art activity.

Goals

- Review the words **sad**, **disappointed**, and **miserable**.
- Learn to notice and express **sad** feelings.

Supplies

- A shoebox or bag
- Images showing **sad** feelings from the Internet, magazines, or newspapers
- Large index cards or pieces of standard white paper cut in half (one per child)
- Crayons and markers

Setup

Decorate a shoebox or bag with **sad** images. Try to find images online, in magazines, or in newspapers, that show a clear difference between levels of sadness. For instance, a **sad** image might show someone frowning, and a **disappointed** image might show someone frowning and hanging her head. Try to find a few pictures that mirror the poses on the Word Garden cards. Write the word **sad** on the lid and sides of the box or bag.

Activity

1. Share the definition and pose for the word **sad**. Ask children, “What word am I thinking of?” If children do not know, tell them the word and repeat its definition and pose. Now choose a child to go to the Word Garden and pick the word **sad**. Repeat this for the words **disappointed** and **miserable**.
2. Show children the **sad** box and explain, “In this box, we are going to put pictures of times that we felt **sad**, or of things that made us feel **sad**. After we’ve finished, we will be able to look into this box and it will remind us of **sad** feelings.”
3. Review the **sad** call-and-response together two times.

4. Give children blank slips of paper or index cards and ask them to draw times they felt a **sad** feeling like **sad**, **disappointed**, or **miserable**. Give the following Sesame Street example. You can say, "I'm going to tell you a story about my friend, Rosita. One day, Rosita went to the ice cream store. She felt **sad** because they were out of her favorite flavor. Rosita ordered a different flavor. But uh oh! She felt **disappointed** when her ice cream fell on the floor! Then, Rosita felt **miserable**, because she slipped on the ice cream and hurt her leg!"
5. As children work, go around the room and talk to them about their drawings. Ask children to describe the way they were feeling in the drawings. To help children name the feelings, you can ask questions like, "How did it make you feel? **Sad**? **Disappointed**, which means you're **sad** something didn't work out? Or **miserable**, which means you feel SUPER **sad**?" You might also ask, "What helped you to feel better?"
6. Under each child's drawing, write one sentence that describes what is happening in the picture. For example, "Elliot got the flu on his birthday." On the other side of the card, write one sentence that tells how the event made the child feel. For example, "Elliot felt **miserable**."





Day Three: Routines [15 minutes]

Pass the Sad Words

Children will review **sad** words with a circle time game.

Goals

- Review the different words for **sad**.
- Discuss ways to manage **sad** feelings.

Supplies

- **Sad** box or bag

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. During circle time, review the **sad** call-and-response two times.
2. Now choose a card from the **sad** box, show the picture, and invite the child whose card it is to come up and stand by you as you share the card. Read the description, and then tell the feeling. “Elliot got the flu on his birthday. Elliot felt **miserable**.” Ask, “Have you ever felt **miserable** like Elliot did? What helped you feel better?”
3. Now have children stand up and “pass” the word **miserable**. Begin by saying the word **miserable** as you do the pose for it. Now the person next to you should say the word and do the pose, and then the person next to her should say the word and do the pose. Continue until each child in the circle has said the word and done the pose. Now choose a card that describes a **disappointed** moment, and repeat the process. Do the same for the word **sad**.
4. Share a strategy for coping with **sad** feelings. You might say, “Do you know what sometimes helps me feel better when I’m **sad**? I do a **happy** dance. Dancing is a great way to show how you feel, and a great way to make you feel better.” Now demonstrate, and encourage children to copy your actions.
5. Encourage children to share what makes them feel better. If they are struggling to answer, make suggestions like, “Take a deep breath, talk to a friend or adult about your feelings, or think of a **happy** memory.”



Day Four: Watch and Play [15 minutes]

Bye for Now

Children will identify feelings with a *Sesame Street* video.

Goals

- Learn and review **sad** words.
- Use words to describe feelings.

Supplies

- Computer or interactive whiteboard for viewing the Week 2, Day 4, segment, “Bye Bye for Now” on YouTube at <http://bit.ly/1fGGO43>
- Piece of paper with the word **sad** written on it
- Piece of paper with the word **miserable** written on it
- Hook-and-loop tape

Setup

Create two spaces on different ends of your room: one for children to locate and move to that you will label **sad**, and one that you will label **miserable**. Prepare the video so it is ready to be played.

Activity

1. Review the **sad** call-and-response two times.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video all about the **sad** feelings we sometimes have when we say goodbye in the morning.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about how the characters are feeling.”
5. Play the video again, all the way through without stopping. Discuss the different feelings that were mentioned, and ask children, “Have you ever felt **sad** when you had to say goodbye? What helped you to feel better? What are some other things that help you to feel better when you are **sad**?”
6. At one end of the room post the word **sad**. At the other end of the room post the word **miserable**. Explain, “I’m going to tell you about something

that happened to Elmo. If you think Elmo is feeling **sad**, walk quickly and quietly to the **sad** wall. If you think Elmo is feeling **miserable**, walk quickly and quietly to the **miserable** wall.” Demonstrate walking to the different locations. Say, “It’s OK for different people to feel different ways. Some of us might think Elmo feels **sad**; others might think he feels **miserable**.”

7. Now, share the following scenarios and encourage children to go to the location that tells how Elmo might be feeling. You can say,

“First, Elmo had to say goodbye to his dad.

Then, Elmo missed his dad.

Last, Elmo missed his dad and he had a tummy ache.”

After each example, ask, “Is Elmo feeling **sad** or **miserable**? How would you feel?”

8. Continue adding examples. Children can add examples, too.



Day Five: Show It [10 Minutes]

What's the Feeling?

Children will celebrate the words of the week with a guessing game.

Goal

- Know the words **sad**, **disappointed**, and **miserable**.

Supplies

- Feeling Faces Printable

Setup

None

Activity

1. Begin your day by doing this week's call-and-response two times.
2. As you go about your daily class routines, look for moments when children are displaying **sad** feelings. Then share what you see. For example, "Esther, you look **disappointed** that you did not get to play outside today because it's raining." Point to the word **disappointed** on the Feeling Faces Printable.
3. Have that child share the definition and pose for the word you just used (in this case, **disappointed**).
4. Now brainstorm ways to manage the feeling. You might ask, "What's something that you could do that might help you to feel better?" Remind the child of the ideas you came up with as a class in the lesson from Day 3. For example: Do a **happy** dance, or take a deep breath.
5. Continue noticing and sharing this week's feelings throughout the day, and work through managing these feelings together.



Week 3

I Feel Mad

Explore feelings: This week children will learn to express and label **mad** feelings.

Children will

- Learn words to describe **mad** feelings;
- Recognize moments when they feel **mad**.

Words of the Week

Word	Definition	Pose
Mad	Mad means you feel angry about something.	Scrunch up your face.
Frustrated	Frustrated is a feeling you get when you try and try to do something, and you just can't do it.	Scrunch up your face, and clench your fists.
Furious	Furious means you feel SUPER angry .	Scrunch up your face, clench your fists, and stomp your feet.



Day One:

Word Garden [15 minutes]

Call-and-Response

Children will learn words as they chant and move.

Goal

- Learn the words **mad**, **frustrated**, and **furious**.

Supplies

- Word Cards Printable
- Safety scissors
- Hook-and-loop tape
- Books that address the featured feelings (optional)
- Camera (optional)

Setup

Before you begin, cut out the word cards for **mad**, **frustrated**, and **furious**. Think of a few examples of times you've felt **mad**, **frustrated**, and **furious**, and be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that today you are going to plant **mad** words in your Word Garden. Show each word flower, and share its definition and pose.
2. Give examples of times that you felt **mad**, **frustrated**, and **furious**. Then ask, "When is a time something made you angry and you felt **mad** about it? When is a time that you tried and tried and just couldn't do something, and you felt **frustrated**? When is a time that you felt so super angry that you were **furious**?"
3. Choose children to go up to the Word Garden and "plant" the words of the week. (Use hook-and-loop tape to put them up.)
4. Now lead children in the call-and-response. Have children repeat the words and do the poses after you. Repeat the call-and-response three times. If possible, take a picture of children doing each pose, and display

each picture next to the corresponding word cards in your Word Garden. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

I feel angry. Grrr.

[Children repeat: I feel angry. Grrr.]

I feel mad, for sure.

[Children repeat: I feel **mad**, for sure.]

I tried, but could not do it. Grrr.

[Children repeat: I tried, but could not do it. Grrr.]

I feel frustrated for sure.

[Children repeat: I feel **frustrated** for sure.]

I feel super angry. Grrr.

[Children repeat: I feel super angry. Grrr.]

I feel furious for sure.

[Children repeat: I feel **furious** for sure.]





Day Two:

Explore [20 minutes]

Share the Mad Feelings

Children will investigate **mad** feelings with an art activity.

Goals

- Review the words **mad**, **frustrated**, and **furious**.
- Learn to notice and express **mad** feelings.
- Discuss ways to manage **mad** feelings.

Supplies

- A shoebox or bag
- Images showing mad feelings from the Internet, magazines, or newspapers
- Large index cards or pieces of standard white paper cut in half (one per child)
- Crayons and markers

Setup

Decorate a shoebox or a bag with **mad** images. Try to find images online, in magazines, or in newspapers, that show a clear difference between levels of anger. For instance, a **frustrated** image might show someone scrunching up her face, and a **furious** image might show someone scrunching up his face and stomping his feet. Try to find a few pictures that mirror the poses shown on the Word Garden cards. Write the word **mad** on the lid and sides of your box or bag.

Activity

1. Share the definition and pose for the word **mad**. Ask children, “What word am I thinking of?” If children do not know, tell them the word and repeat its definition and pose. Now choose a child to go to the Word Garden and pick the word **mad**. Repeat this for **frustrated** and **furious**.
2. Show children the **mad** box or bag and explain, “In this box we are going to put pictures of times that we felt **mad**, or of things that make us feel **mad**. After we’ve finished, we will be able to look into this box and it will remind us of **mad** feelings.”

3. Review the **mad** call-and-response together two times.
4. Give children blank slips of paper or index cards, and ask them to draw times when they felt a **mad** feeling like **mad**, **frustrated**, or **furious**. Give the following Sesame Street example. You can say, “Zoe felt **mad** because her friend Nelson took one of her blocks. Then, Zoe felt **frustrated** because she tried and tried to build a block tower and it kept falling down. Still, she kept trying, and finally she did it. She finished her tower. But guess what? Zoe felt so **furious** when Nelson came and knocked her tower down.” Ask, “What do you think Zoe can do to help herself feel better?”
5. As children work, go around the room and talk to them about their drawings. Ask children to describe how they were feeling in the pictures. To help children name the feelings, you can ask questions like, “How did it make you feel? **Mad**? **Frustrated**, which means you’re angry because you tried to do something and just couldn’t do it? Or **furious**, which means SUPER **mad**? Ask, “What helped you to feel better?”
6. Under each child’s drawing, write one sentence that describes what is happening in the picture. For example, “Naja could not tie her shoe, no matter how hard she tried.” On the other side of the card, write one sentence that tells how the event made the child feel. For example, “Naja felt **frustrated**.”



As children draw, mention that drawing can be a great way to share your feelings, and can even help you to feel better when you have big feelings.



Day Three: Routines [15 minutes]

Pass the Mad Words

Children will review **mad** words with a circle time game.

Goal

- Review the different words for **mad**.

Supplies

- **Mad** box or bag

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. During circle time, review the **mad** call-and-response two times.
2. Now choose a card from the **mad** box, show the picture, and invite the child whose card it is to come up and stand by you as you share the card. Read the description, and then tell the feeling. For example, “Naja could not tie her shoe, no matter how hard she tried. Naja felt **frustrated**.”
3. Now have children stand up and “pass” the word **frustrated**. Begin by saying the word **frustrated** as you do the pose for that word. Now the person next to you should say the word and do the pose. Then the person next to him should say the word and do the pose. Continue until each child in the circle has said the word and done the pose. Now choose a card that describes a **mad** moment, and repeat the process. Do the same for the word **furious**.
4. Share a strategy for coping with **mad** feelings. You might say, “Do you know what helps me to feel better when I have **mad** feelings? I use my words to say how I feel. Or sometimes, I ask for a hug, count to 10, or draw a picture.” Now demonstrate and encourage children to copy your actions.



Day Four:

Watch and Play [15 minutes]

Buttons at Bedtime

Children will identify feelings with a *Sesame Street* video.

Goals

- Learn and review **mad** words.
- Use words to describe feelings.

Supplies

- Computer or interactive whiteboard for viewing the Week 3, Day 4, segment, “Elmo Doesn’t Give Up” on YouTube at <http://bit.ly/1bSWRoA>
- Piece of paper with the word **frustrated** written on it
- Piece of paper with the word **furious** written on it
- Hook-and-loop tape

Setup

Create two spaces on different ends of your room: one for children to locate and move to that you will label **frustrated**, and one that you will label **furious**. Prepare the video so it is ready to be played.

Activity

1. Review the **mad** call-and-response two times.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video where Elmo has some **mad** feelings.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about how the characters are feeling.”
5. Play the video again. Discuss the different feelings that were mentioned. Ask children, “How did Elmo feel when he could not button his pajamas? What helped Elmo feel better? Have you ever felt **furious** when you could not do something yet? What did you do when you felt that way?”
6. At one end of the room post the word **frustrated**. At the other end of the room post the word **furious**. Explain, “I’m going to tell you about something that happened to Elmo. If you think Elmo is feeling

frustrated, walk quickly and quietly to the **frustrated** wall. If you think Elmo is feeling **furious**, walk quickly and quietly to the **furious** wall.” Demonstrate walking to the different locations. Say, “It’s OK for different people to feel different ways. Some of us might think Elmo feels **frustrated**; others might think he feels **furious**.”

7. Now share the following scenarios, and encourage children to go to the location that tells how Elmo might be feeling. You can say,

“First, Elmo was having trouble buttoning his pajamas.

Then, Elmo tried and tried, but he still could not do it.

Last, Elmo shouted for his Daddy.”

After each example, ask, “Is Elmo feeling frustrated or furious?” How would you feel?”

8. Continue adding examples. If children have examples, they should add them, too.





Day Five: Show It [10 Minutes]

What's the Feeling?

Children will celebrate the words of the week by noticing feelings.

Goal

- Know the words **mad**, **frustrated**, and **furious**.

Supplies

- Feeling Faces Printable

Setup

None

Activity

1. Begin your day by doing this week's call-and-response two times.
2. As you go about your daily class routines, look for moments when children are displaying **mad** feelings. Then share what you see. For example, you might say, "David, you look **frustrated** that you are having trouble tying your shoe." Point to the word **frustrated** on the Feeling Faces Printable.
3. Help that child to share the definition and pose for the word you just used (in this case, **frustrated**).
4. Now brainstorm ways to manage the feeling. You might ask, "What's something that you could do that might help you to feel better?" Remind children of the ideas that you came up with as a class in the lesson from Day 3. For example: Ask for a hug, or count to 10.
5. Continue noticing and sharing this week's feelings throughout the day, and work through managing these feelings together.

Week 4

This is How I Feel

Explore feelings: This week children will review all of the feeling words.

Children will

- Learn words to describe **happy**, **mad**, and **sad** feelings;
- Recognize moments when they feel **happy**, **mad**, and **sad**;
- Begin to recognize some ways to express their feelings;
- Learn strategies for coping with feelings.





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will review words as they chant and move.

Goal

- Review the words **happy**, **thrilled**, **ecstatic**, **sad**, **disappointed**, **miserable**, **mad**, **frustrated**, and **furious**.

Supplies

- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup

You may want to gather books that address the featured feelings. You can use these books as supplementary tools to point out and explore the feeling words.

Activity

- Explain that you have learned so many feeling words over the past few weeks. Ask children, “Can you remember the feeling words that we have learned?” As children recall the words, go to the Word Garden and “pick” those words. Ask children to share each word’s definition and pose.
- Hold the ball in your hand, and give an example of a time that you felt **happy**: “I felt **happy** when my sister gave me a flower.” Now, ask children if they can think of a time that *they* felt **happy**. Roll the ball to each child who raises a hand and invite that child to share an example. Repeat this with the **sad** words and **mad** words.
- Then, lead children in the call-and-response. Have children repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.



Call-and-Response:

One, two, three.

[Children repeat: One, two, three.]

Three happy words can tell you about me.

[Children repeat: Three **happy** words can tell you about me.]

Happy.

[Children repeat: **Happy**.]

Thrilled.

[Children repeat: **Thrilled**.]

Ecstatic.

[Children repeat: **Ecstatic**.]

One, two, three.

[Children repeat: One, two, three.]

Three sad words can tell you about me.

[Children repeat: Three **sad** words can tell you about me.]

Sad.

[Children repeat: **Sad**.]

Disappointed.

[Children repeat: **Disappointed**.]

Miserable.

[Children repeat: **Miserable**.]

One, two, three.

[Children repeat: One, two, three.]

Three mad words can tell you about me.

[Children repeat: Three **mad** words can tell you about me.]

Mad.

[Children repeat: **Mad**.]

Frustrated.

[Children repeat: **Frustrated**.]

Furious.

[Children repeat: **Furious**.]





Day Two: Explore [20 minutes]

Happy Dance

Children will review **happy** feeling words.

Goal

- Review the following **happy** words: **happy**, **thrilled**, and **ecstatic**.

Supplies

- Upbeat music (for example, “What We Are” Anthem found at [sesamestreet.org/challenges](https://www.sesamestreet.org/challenges))
- Computer or sound system for playing music

Setup

Get the song ready to be played ahead of time. Create a safe and open space for children to dance.

Activity

1. Explain, “We’ve been growing so many words in our Word Garden. Today we are going to remember our **happy** words.”
2. Present a **happy** word from the Word Garden, and ask children to do the pose and recall the definition for that word.
3. Now explain, “I’m going to play some **happy** music. While the music is playing, we are all going to do a **happy** dance.” Invite children to give their ideas of what a **happy** dance could be. Say, “When I stop the music, you are going to freeze. While you are frozen, I’ll call out a **happy** word, and I want you to do the pose for that word. Then I’ll start the music again, and we’ll continue doing a **happy** dance.”
4. Turn on the music and begin. Every 10 to 20 seconds, pause the music and call out a **happy** word so that children can strike the pose for that word.



Mention that dancing is a great way to share your feelings, and can sometimes even help you feel better when you have mad or sad feelings.



Day Three: Routines [10 minutes]

Who Can Help?

Children will review **sad** words with a lineup game.

Goal

- Review the **sad** feeling words.

Supplies

- None

Setup

None

Activity

1. During lineup time, and at other transitions during the day, ask, “What are some of the **sad** feelings we learned?” If kids have trouble naming the feelings, offer some suggestions. Then ask, “Who are some people who care about us and can help us feel better when we have **sad** feelings?”
2. Encourage children to name people who can help when **sad** feelings arise by giving examples of the people in your life who help you when you feel **sad**.
3. Tell children about a Sesame Street friend who is feeling **sad**. You can say, “Elmo is feeling **sad** because he does not have anyone to play with at school. Who can help him feel better?” or “Zoe is feeling **sad** because her dance teacher is away on vacation. Who can help her feel better?”
4. As each child lines up or transitions to a new activity, have him mention someone who he thinks can help.



Day Four:

Watch and Play [15 minutes]

New Friends

Children will identify feelings with a *Sesame Street* video.

Goals

- Review feeling words.
- Recognize the feelings of others.
- Learn ways to express feelings.

Supplies

- Computer or interactive whiteboard for viewing the following Week 4, Day 4 segments: the full version of “Elmo Joins In” on YouTube at <http://bit.ly/1blCOzl>, and “Elmo Joins In” with pauses on YouTube at <http://bit.ly/1c78lMQ>
- Feeling Faces Printable (one per child)

Setup

Prepare the video so it is ready to be played. Hand out one Feeling Faces Printable to each child.

Activity

1. Review this week’s call-and-response two times.
2. Say, “We are going to watch a video all about Elmo making friends.”
3. Watch the full version of “Elmo Joins In” once through without stopping. Then say, “We’re going to watch again. As we watch, we are going to play a game. I have pictures of all of the feeling words we have learned, and every so often, I’ll pause the video, and I want you to point to the picture that shows how you think Elmo is feeling.”
4. Act out an example. Say, “My cat tore a hole in my teddy bear.” Then make a **mad** face. Ask children to point to the picture that they think shows how you are feeling.
5. Now begin the version of “Elmo Joins In” with pauses. Pause as Elmo is watching the friends play. Say, “Point to the picture [show Feeling Faces Printable] that shows how you think Elmo is feeling when he watches his friends play without him. Have you ever felt [insert feeling]? What

helped you feel better?" Resume the video. Pause when the friends tell Elmo that he can't play. Say, "Point to the picture that shows how you think Elmo is feeling when his friends say that he can't play. Have you ever felt [insert feeling]? What helped you feel better?" Resume the video. Pause after Elmo has joined in the fun. Say, "Point to the picture that shows how you think how Elmo is feeling when he's playing with his friends and having fun. Have you ever felt [insert feeling]?"





Day Five:

Show It [10 Minutes]

This Is How I Feel

Children will practice using feeling words throughout the day.

Goal

- Know the words **happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated**, and **furious**.

Supplies

- Feeling Faces Printable

Setup

None

Activity

1. As children arrive for the day, and as they go home, have each child come up to the Feeling Faces Printable and point to the feeling face that shows how they are feeling. Ask, “What feeling are you pointing to? Why do you feel [insert feeling]?”
2. Throughout the day, review this week’s call-and-response together two times.

Week 5

I Know My Feelings

Explore feelings: This week, children will celebrate the feeling words they've learned.

Children will

- Know words to describe **happy**, **sad**, and **mad** feelings;
- Recognize moments when they feel **happy**, **sad**, and **mad**;
- Recognize some ways to manage and express their feelings.





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will review words as they chant and move.

Goal

- Review the words **happy**, **thrilled**, **ecstatic**, **sad**, **disappointed**, **miserable**, **mad**, **frustrated**, and **furious**.

Supplies

- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup

You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

- Explain that you have learned so many feeling words over the past few weeks. Ask children, “Can you remember the feeling words that we have learned?” As children recall the words, go to the Word Garden and “pick” those words. Ask children to share each word’s definition and pose.
- Hold the ball in your hand and give an example of a time that you felt **happy**: “I felt **happy** when my sister gave me a flower.” Now ask children if they can think of a time that *they* felt **happy**. Roll the ball to each child who raises his hand and invite him to share an example. Repeat this with the **sad** words and **mad** words.
- Now lead children in this week’s call-and-response. Have children repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

One, two, three.

[Children repeat: One, two, three.]

Three happy words can tell you about me.

[Children repeat: Three **happy** words can tell you about me.]

Happy.

[Children repeat: **Happy**.]

Thrilled.

[Children repeat: **Thrilled**.]

Ecstatic.

[Children repeat: **Ecstatic**.]

One, two, three.

[Children repeat: One, two, three.]

Three sad words can tell you about me.

[Children repeat: Three **sad** words can tell you about me.]

Sad.

[Children repeat: **Sad**.]

Disappointed.

[Children repeat: **Disappointed**.]

Miserable.

[Children repeat: **Miserable**.]

One, two, three.

[Children repeat: One, two, three.]

Three mad words can tell you about me.

[Children repeat: Three **mad** words can tell you about me.]

Mad.

[Children repeat: **Mad**.]

Frustrated.

[Children repeat: **Frustrated**.]

Furious.

[Children repeat: **Furious**.]





Day Two:

Explore [20 minutes]

Pick a Card, Any Card

Children will review feeling words.

Goal

- Review the feeling words **happy**, **thrilled**, **ecstatic**, **sad**, **disappointed**, **miserable**, **mad**, **frustrated**, and **furious**.

Supplies

- Word Garden

Setup

Gather children and have them sit in a circle on the floor.

Activity

- Explain, “We’ve been growing so many words in our Word Garden. Today we are going to remember words that tell us about our feelings.”
- Choose a child to come up to the Word Garden and pick a word. To add extra excitement, you might have children close their eyes as they pick. Read the word aloud and ask children to share its definition and pose.
- Invite children to share a time they felt this way.
- Continue picking words and reviewing their definitions and poses. After a word has been chosen and reviewed, it can be left out of the Word Garden and returned once you have finished playing.



Day Three: Routines [10 minutes]

Help a Friend

Children will review feeling words with a snack time game.

Goal

- Review feeling words.

Supplies

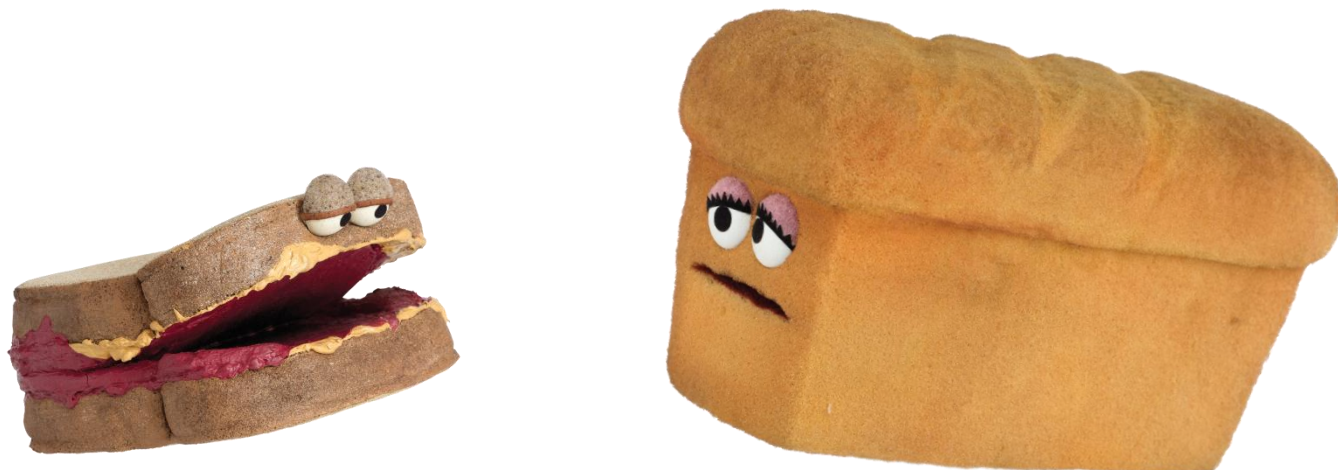
- Feeling Faces Printable

Setup

None

Activity

1. As children eat a snack or lunch, bring the Feeling Faces Printable around to each child in the room. Have children close their eyes and point to a feeling face.
2. Now share the feeling with the class. Say, “OK, everyone, the feeling is [**miserable**].” Ask, “What’s something that might help your friend feel better if they are feeling [**miserable**]?” Encourage children to demonstrate their strategy.
3. Continue this game at other points throughout the day.





Day Four:

Watch and Play [15 minutes]

Share It

Children will identify feelings with a *Sesame Street* video.

Goals

- Review all feeling words.
- Recognize the feelings of others.
- Learn ways to express feelings.

Supplies

- Computer or interactive whiteboard for viewing the Week 5, Day 4, segment, “Sharing Cookies” on YouTube at <http://bit.ly/1bIC6Hd>
- Feelings Faces Printable (one per child)

Setup

Prepare the video so it is ready to be played. Hand out one Feeling Faces Printable to each child.

Activity

1. Review this week’s feeling call-and-response two times.
2. Say, “We are going to watch a video where Elmo and Cookie Monster have many different feelings.”
3. Watch the video once through without stopping. Say, “Now let’s watch the video again. As we watch, we are going to play a game. We have pictures of all the feeling words we learned, and every so often, I’ll pause the video, and I want you to point to the picture that shows how you think the character is feeling.”
4. Act out an example. Say, “My brother scribbled on my picture.” Then make a **mad** face. Ask children to point to the picture that they think shows how you are feeling. Ask, “How did you know I was feeling **mad**?”
5. Now begin playing the video again. Occasionally, pause and ask children to point to the picture that shows how they think the character is feeling. When you pause, ask them, “How did Cookie share his feelings? How did you know he was feeling [insert feeling]?” Continue playing until the end of the video. Discuss the different feelings that were

mentioned and ask children, “Have you ever felt [insert feeling]? When did you feel [insert feeling]?” and “What did you do when you felt [insert feeling]?”





Day Five: Show It [10 Minutes]

I Know My Feelings

Children will practice using feeling words throughout the day.

Goal

- Know the words **happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated**, and **furious**.

Supplies

- Feeling Faces Printable
- Computer or interactive whiteboard for viewing the Week 5, Day 5 segment “What We Are” Anthem segment on YouTube at <http://bit.ly/17W77k7>

Setup

None

Activity

1. As children arrive for the day and as they go home, have each child come up to the Feeling Faces Printable and point to the feeling face that shows how they are feeling. Ask, “What feeling are you pointing to? Why do you feel [insert feeling]?”
2. Throughout the day, review the feeling call-and-response together twice. Watch the “What We Are” Anthem.

SECTION 2

Problem Solving



Children face problems and challenges every day.

Learning how to deal with these problems, and the feelings they cause, is a key part of developing skills for resilience. Over the next five weeks, you'll help children to develop simple, easy to remember, problem solving strategies.

Children will

- Practice identifying the feelings that problems cause.
- Learn and practice the **Breathe, Think, Do** strategy.
 - **Breathe:** Practice breathing in slowly through the nose, and out slowly through the mouth three times.
 - **Think:** Use the strategy, “What’s the problem? What’s the plan?” to name the issue they are facing, and state a possible plan before trying it.
 - **Do:** Use the strategy, “Try, try again.” Most things are learned through repetition. When something doesn’t work, often the best plan is to try again.
- Understand that when they can’t do something, it just means they can’t do it yet. They have to keep practicing until they learn how to do it.
- Identify who can help solve problems by using the strategy, “Ask for help.” As part of this, together you will talk about who is in a child’s “circle of care.”



Tips

- Throughout these weeks, help children name their feelings when they have a problem, and remind them of the feeling words they now know.
- Although the individual parts of the **Breathe, Think, Do** strategy are taught bit by bit over the next five weeks, you can prepare students by using the language from each week earlier on.
 - Encourage children to take slow, deep breaths whenever they are upset.
 - When children are confronting a problem, ask, “What’s the problem? What’s the plan?”
 - Any time a child is struggling with something, say, “It’s not that you *can’t* do it. You just may not be able to do it *yet*. You have to try, try again!”

Week 6

Breathe, Think, Do

Problem Solving: This week children will learn how to stay calm when they have a problem.

Children will

- Learn the three steps to solving a problem with the **Breathe, Think, Do** strategy;
- Practice identifying feelings when a problem arises;
- Practice the first step in the problem solving process: **Breathe.**





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will learn problem solving strategies and review feeling words as they chant and move.

Goals

- Learn the **Breathe, Think, Do** problem solving strategy.
- Review the words **sad** and **happy**.

Supplies

- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup

Think of examples of times that you felt **sad** because you had a problem or challenge, and think of times that you felt **happy** when you made a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that this week you are going to learn what to do when you have a problem or challenge. Explain that problems can cause you to have feelings that you need to deal with. Ask children, “Do you remember the words **happy** and **sad**?” Ask children to go to the Word Garden and pick these words. Together, share each word’s definition and pose.
2. Hold the ball in your hand, and give an example of a time that you felt **sad** as a result of a problem. You might say, “One time I had a problem that made me feel **sad**. My good friend and I were going to be apart for a few days.” Now reveal how solving the problem made you feel **happy**: “I felt **happy** when I came up with a plan to solve my problem. I kept a picture of my friend with me to remind me of her!” Roll the ball to each child, and encourage her to share an example of a time that she felt

happy when she made a plan to solve a problem. If children have a hard time coming up with examples, you can share more of your own.

3. Now lead children in the call-and-response. Encourage children to repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do this week's call-and-response.

Call-and-Response:

When I have a problem,

[Children repeat: When I have a problem,]

I have feelings, too.

[Children repeat: I have feelings, too.]

Sad.

[Children repeat: **Sad.**]

But I'm happy I can solve it,

[Children repeat: But I'm **happy** I can solve it,]

When I Breathe, Think, Do!

[Children repeat: When I **Breathe, Think, Do!**]





Day Two:

Explore [20 minutes]

Breathe, Think, Do Cards

Children will learn the entire **Breathe, Think, Do** strategy.

Goal

- Learn the **Breathe, Think, Do** problem solving strategy.

Supplies

- **Breathe, Think, Do** Cards (one set for each child)
- Crayons and markers
- Hole puncher
- Binder ring
- Safety scissors

Setup

Print and cut out one set of **Breathe, Think, Do** Cards for each child, as well as a set for yourself.

Activity

1. Hold up the **Breathe** card. Say, “The first thing we should do when we have a problem is stop and **breathe**. Take three slow, deep breaths, in through our noses and out through our mouths.”
2. Hold up the **Think** card. Say, “The next step to solving a problem is to **think** about why we feel that way, and come up with a plan to help solve our problem.” Hold up the **Do** card. Say, “The final step is **Do**. We try out our plan.”
3. Hand out the card sets to children. Say, “Let’s practice putting the steps together.” Slowly say, “**Breathe, Think, Do**,” and hold up each card as you say it. Encourage children to hold up their cards as you name each one.
4. Have children gather around tables with crayons and markers, and encourage them to color in their **Breathe, Think, Do** Cards. As they finish each card, have them hold it up and do the appropriate pose. Once they have all finished, explain, “Now everyone here has their own super special problem solving cards. We can use these anytime we have

a problem to remind ourselves of what to do!” (You can use a hole puncher to make a hole in the top of each card, and attach them to a binder ring for safe keeping.)

5. Gather children in a circle again, and have them show each other their colored-in cards. Make sure every child has the cards in the order **Breathe, Think, Do**. As they do this, remind them that the first thing they should do when they have a problem is **breathe**, and the **breathe** card means that they take three breaths in slowly through their noses and out slowly through their mouths.





Day Three: Problem Solving [15 minutes]

Take Three Breaths

Children will practice breathing to calm down when they have a problem.

Goal

- Practice the first step in the problem solving process: **Breathe**.

Supplies

- Word Garden
- **Breathe, Think, Do** Cards
- Computer or sound system for playing music
- Upbeat song (for example, “What We Are” Anthem found at sesamestreet.org/challenges)

Setup

Gather children and have them sit in a circle on the floor near the Word Garden. Bring your own **Breathe, Think, Do** Cards with you to model for the class.

Activity

1. Explain, “Sometimes there are problems or challenges that make us feel **sad**. Listen to this story: Sometimes, Elmo feels **sad** when he’s dropped off at school. Elmo always has fun at school, but he really misses his daddy while he is there. Sometimes, at drop off, he doesn’t want to say goodbye. He says, ‘I want you to stay here. Don’t go!’”
2. Say, “Let’s think about the best word to describe how Elmo is feeling.” Point to the Word Garden to help children find the right word to describe Elmo’s feelings. Reassure them that it’s OK to suggest different feelings – there is no wrong answer. If children have a hard time answering, prompt them with questions like, “Is it a **happy** feeling or a **sad** feeling?” Then ask, “Have you ever felt the way that Elmo does when you have to leave the person who drops you off at school?”
3. Explain, “The first thing to do when you have a problem like this is to take three slow, deep breaths. [Take out and point to the **Breathe** card.] Breathing helps us to stay calm and figure out how we are feeling. After

we take three slow, deep breaths, we can name how we are feeling, and think of a plan to solve the problem.”

4. Demonstrate the strategy. Stand up, put your hands on your stomach, and say, “When I have a problem, I **breathe** in slowly through my nose [take a slow, deep breath in through your nose], and I **breathe** out slowly through my mouth.” Exhale through your mouth. Say, “I always do this three times.” Then take two more breaths, and count.
5. Encourage children to stand up and put their hands on their stomachs. Lead children in taking three slow, deep breaths. As they **breathe**, say, “**Breathe** in slowly through your nose, and out through your mouth.” Count the breaths so each child takes three.
6. Say, “Now let’s play a game to practice taking three slow, deep breaths to get calm!” Explain that you are going to play “Breathe Dance.” Say, “We’re going to pretend that we have a problem. We are supposed to go outside to play, but it’s raining too much. I’m going to play a song with a lot of energy, like I feel when I want to go outside and play. You have to dance around with all that energy. But when I stop the music, you have to freeze and take three slow, deep breaths, in through your nose and out through your mouth.”
7. Play the song, pausing frequently (every 15 to 20 seconds) for children to take three deep breaths. As they do, say, “**Breathe** in slowly through your nose, and out slowly through your mouth.” Repeat until the song is finished. Encourage children to think about how they feel after breathing. Do they feel calmer?



Use It!

- Throughout the day, remind children to take three breaths to help them calm down as they encounter problems. If there is a conflict during the school day, hold up the **Breathe** card and say, “I want everyone to stop and take three slow, deep breaths, in through the nose and out through the mouth. Then, name how you are feeling.”
- After drop off, ask, “Did anyone have a hard time saying goodbye today? Did you take three slow, deep breaths?” If so, have the child demonstrate. If not, encourage him to try now!



Day Four:

Watch and Play [20 minutes]

Belly Breathe as You Say Good-bye

Children will review the strategy of taking three deep breaths to calm down, and they will review the words **sad** and **happy** as they watch two short *Sesame Street* videos.

Goals

- Review **Breathe, Think, Do**.
- Review the words **sad** and **happy**.

Supplies

- Computer or interactive whiteboard for viewing the following Week 6, Day 4, segments: “Belly Breathe” on YouTube at <http://bit.ly/1eoar6w>, the full “Bye Bye for Now Song” on YouTube at <http://bit.ly/1jGQ71c>, and the “Bye Bye for Now Song” with pauses on YouTube at <http://bit.ly/185qAtr>

Setup

Prepare the videos so they are ready to be played. Gather children into a half circle so they can all see the screen.

Activity

1. Say, “We are going to watch two videos. The first video is about taking slow, deep breaths.”
2. Play the “Belly Breathe” video once through without stopping. Ask children, “How many breaths should we take? (Three!)” Play the video again, and encourage children to **breathe** along with Elmo.
3. Play the “Bye Bye for Now Song” video once through without stopping. Say, “All of these children had a hard time saying goodbye to their mommies and daddies, too. They felt **sad**. But each time they used **think** to come up with a plan, and **do** to try a plan, it helped them to solve their problem and feel **happy** again!”
4. Play the “Bye Bye for Now Song” video with pauses. When you see the child playing guitar with his grandparents, pause the video and have children name the plan. Then ask, “Do you think this plan would make you feel **happy** or **sad**?” Resume the video. When you see the child hold

up the portrait of his family, pause the video again and ask the same question. Resume and finish the video.



Day Five: Show It [10 Minutes]

Practice Makes Perfect

Children will review the week's key concepts as they play a guessing game.

Goals

- Know the strategy component **Breathe**.
- Be able to identify the strategy components **Think** and **Do**.

Supplies

- Children's **Breathe, Think, Do** Cards

Setup

Create an open space in your room for children to practice the **Breathe, Think, Do** Card poses.

Activity

1. Begin your day by doing this week's call-and-response two times.
2. Ask children to look at their **Breathe, Think, Do** Cards. Ask, "Do you think you can do the same pose that Elmo is doing on the cards?"
3. Have children spread out throughout the room. Call out, "**Breathe!**" Encourage children to make Elmo's **Breathe** pose. Have them take three slow, deep breaths. Count each breath so that each child does three. Then call out, "**Think!**" and "**Do!**" encouraging children to make the pose each time.
4. Now, repeat the call-and-response. This time, have children make the **Breathe, Think, Do** poses when they say the words in the call-and-response.
5. Throughout the day, when children seem to be facing a problem or are feeling **frustrated** or overwhelmed, have them take three slow, deep breaths and state how their problem is making them feel. Point to the Word Garden to help children find the right word to describe how they are feeling. Then ask them to name the next two steps they need to take to solve the problem.



As you attend to children's problems, and help solve them together, you help children feel safe and cared for. It also prepares them for mastering the **Breathe, Think, Do** approach to problem solving (and gets them ready for the next week's lessons!).



Week 7

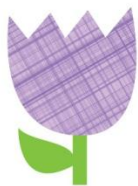
What's the Problem? What's the Plan?

Problem Solving: This week, children will learn how to make a plan to solve a problem.

Children will

- Review the three steps for solving a problem: **Breathe, Think, Do**;
- Practice identifying feelings when a problem arises;
- Learn to ask the questions, “What’s the problem? What’s the plan?” as the **Think** component of the **Breathe, Think, Do** strategy;
- Review the words **frustrated** and **thrilled**.





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will learn problem solving strategies and review words as they chant and move.

Goals

- Practice the **Breathe, Think, Do** strategy.
- Review the words **frustrated** and **thrilled**.

Supplies

- Word Garden
- A ball
- Hook-and-loop tape
- Books that address the featured feelings (optional)

Setup

Think of examples of times that you felt **frustrated** because you had a problem, as well as times that you felt **thrilled** when you came up with a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that this week you are going to learn more strategies for solving a problem. Explain that problems can cause big feelings. Ask children, “Do you remember the words **frustrated** and **thrilled**?” Ask children to go to the Word Garden to pick these words, and to share each word’s definition and pose.
2. Hold the ball in your hand and give an example of a time that you felt **frustrated**. You might say, “One day I had a problem. I felt **frustrated** because I could not zip up my jacket.” Then ask children if they can think of a time that they felt **frustrated**. Roll the ball to each child who raises his hand and invite him to share an example. Now say, “I thought of a plan to solve my zipper problem. I was persistent. I practiced and practiced until I could do it. I finally learned how to zip my jacket and I

felt **thrilled**.” Pass the ball again as children share a time that they felt **thrilled**.

Now lead children in the call-and-response. Have children repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,

[Children repeat: When I have a problem,]

I have feelings, too.

[Children repeat: I have feelings, too.]

Frustrated.

[Children repeat: **Frustrated.**]

But I’m thrilled I can solve it.

[Children repeat: But I’m **thrilled** I can solve it.]

When I Breathe, Think, Do!

[Children repeat: When I **Breathe, Think, Do!**]



Day Two:

Explore [20 minutes]

What's the Problem? What's the Plan?

Children will practice identifying problems, and creating plans to solve those problems.

Goal

- Introduce the **Think** component of the **Breathe, Think, Do** strategy, using the “What’s the problem? What’s the plan?” questions.

Supplies

- **Breathe, Think, Do** Chart Printable
- Hook-and-loop tape
- Your set of **Breathe, Think, Do** Cards
- Word Garden
- Markers

Setup

Post the **Breathe, Think, Do** Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity

1. Ask, “What do we do when we have a problem?” Hold up your **Breathe, Think, Do** Cards, one after another. As you hold up each card, encourage children to say “**Breathe, Think, Do**” while doing their **Breathe, Think, Do** poses.
2. Show children the **Breathe, Think, Do** Chart on the wall. Explain that you are going to use the chart to help you come up with a plan to solve the problem. Post your own **Breathe, Think, Do** Cards above the chart so children understand what each column represents.
3. Say, “We’ve had a lot of practice with breathing and identifying our feelings. Now let’s talk about thinking. When we **think**, the first question we ask ourselves is, ‘What’s the problem?’ Listen to this story, and see if you can name the problem:

The Twiddlebug family's brother and sister want to play, but the brother wants to play on the seesaw, and the sister wants to play on the swing. They each go to play on their own, but the seesaw won't move because there is no one on the other side, and the swing won't swing because there is no one pushing it! They want to do something, but they can't!"

4. Say, "Let's think about how the Twiddlebugs are feeling." Point to the Word Garden to help children find the right word to describe the Twiddlebugs' feelings. Prompt: "Do you think they are feeling **frustrated**? Why? Let's **think**!" Point to the **think** card and column. Then say, "What's the Twiddlebugs' problem?" As children describe the problem in their own words, draw stick figures to represent the problem in the **Breathe, Think, Do** Chart in the space labeled, "What's the problem?" If they have trouble remembering, refer back to the story.
5. Say, "The next part of thinking is to ask, 'What's the plan?' What is the plan for fixing the problem? Does anyone have any ideas?" As children offer their ideas, list them in the chart in the space marked, "What's the plan?" If children can't come up with a solution, make suggestions like, "They could take turns," or, "They need to work together."



Day Three: Problem Solving [15 minutes]

Breathe, Think, Do Cards

Children will practice using the **Think** component of the strategy, asking the questions, “What’s the Problem? What’s the Plan?”

Goals

- Review the **Breathe** component of the strategy, taking three deep breaths and naming how you are feeling.
- Use the **Think** component of the strategy, asking the questions, “What’s the problem? What’s the plan?”

Supplies

- None

Setup

Gather children in a circle, either outside or in a larger space inside the classroom. Stand in the center of the circle.

Activity

1. Explain, “You are all going to be fish, and I am going to be a fisherman.” Then say, “OK fish, I have a problem, so I am going to take three deep breaths and name how I’m feeling.” Take three slow, deep breaths in through your nose and out through your mouth. Say, “I feel **frustrated**. I have a problem and I need you to help me think of a plan to solve the problem. First you need to ask me, ‘What’s the problem?’ Then you need to ask me, ‘What’s the plan?’” Lead the children in chanting, “Fisherman, fisherman, what’s the problem?” Answer with, “I’m hungry.” Now lead the children in asking, “Fisherman, fisherman, what’s the plan?” At this point you will give an answer that does not include “catching some fish.” You might say, for instance, “I’m going to go to the grocery store to buy some food.”
2. Now it’s time for the game to begin. Explain that children should keep asking, “What’s the problem? What’s the plan?” But explain that if you say the plan is to “catch some fish,” they’d better run because you are going to try to catch them. Explain, “If I catch you, you become the fisherman!”
3. Play together. Here’s an example of how the game will work.



Children: Fisherman, fisherman, what's the problem?

Fisherman: I'm hungry.

Children: Fisherman, fisherman, what's the plan?

Fisherman: I'm going to go to the grocery store to buy some food.
[Children stay in place.]

Children: Fisherman, fisherman, what's the problem?

Fisherman: I'm still hungry.

Children: Fisherman, fisherman, what's the plan?

Fisherman: I'm going to make some pasta. [Children stay in place.]

Children: Fisherman, fisherman, what's the problem?

Fisherman: I'm still hungry.

Children: Fisherman, fisherman, what's the plan?

Fisherman: I'm going to catch some fish! [Children run! Tag a child, and that child will become the fisherman.]

4. At the end of the day, ask, "Who had a problem today? What was your problem? What was your plan?" Be prepared to offer an example of a problem of your own if children don't have any suggestions. When talking about the problem, say, "Did you remember to take three slow, deep breaths before you did anything else?"



Use It!

- When you have an activity that only a few children can do at a time, say, "Uh oh! What's the problem?" Have children name the problem (for example, that there isn't enough room for everyone). Point to the **Breathe** card and encourage children to take three slow, deep breaths and name how they are feeling. Then ask, "What's the plan?" Encourage children to offer different suggestions: For example, we can share materials, or we can take turns.



Day Four:

Watch and Play [15 minutes]

Taking Turns

Children will practice using the **Breathe, Think, Do** strategy.

Goal

- Review “What’s the problem? What’s the plan?”

Supplies

- Computer or interactive whiteboard for viewing the following Week 7, Day 4, segments: the full version of “Twiddlebugs Take Turns” on YouTube at <http://bit.ly/IIBNQq>, and “Twiddlebugs Take Turns” with pauses on YouTube at <http://bit.ly/1fGHqGU>
- **Breathe, Think, Do** Chart Printable

Setup

Prepare the videos so they are ready to be played. Gather children into a half circle so they can all see the screen.

Activity

1. Point to the **Breathe, Think, Do** Chart on the wall and say, “Remember the problem that the Twiddlebugs had? They wanted to do different things on the playground. We are going to watch a video that shows us their plan for solving the problem.”
2. Watch the full version of “Twiddlebugs Take Turns” once through without stopping. Say, “Now let’s watch the video again, and talk about the Twiddlebugs’ problems and their plans.”
3. Start “Twiddlebugs Take Turns” with pauses. When the Twiddlebug brother and sister first start to disagree about what to do on the playground, pause the video and ask, “What’s the problem?” Encourage children to answer in their own words. Resume the video. When the Twiddlebugs come up with a plan, pause the video again and ask, “What’s the plan?” Point out ways that their plan is similar to the plan that you came up with earlier in the week on Day 3. Finish the video.
4. Say, “The Twiddlebugs’ first plan didn’t work, so they tried a new plan.” Point to the chart on the wall and ask, “Did that plan work?” Draw a simple stick figure picture of the Twiddlebug children playing together

on the playground in the space under “Try It!” Under where it says, “Did it work?” write “Yes!” or make a check mark.



Day Five: Show It [10 Minutes]

Practice Makes Perfect

Children will review the week's key concepts.

Goal

- Know the strategy **Breathe, Think, Do**.

Supplies

- **Breathe, Think, Do** Cards

Setup

None

Activity

1. Begin your day by doing this week's call-and-response two times.
2. At various points throughout the day, call out, "Freeze. I am feeling **frustrated** because I have a problem." Then ask, "What's the first thing I should do?" Hold up the **Breathe** card, and encourage children to say, "**Breathe**." Ask, "Now what should I do?" Hold up the **Think** card, and encourage children to say, "**Think**." Say, "I am working on a project, but I can't find the glue." Ask, "What's the problem?" Have children name your problem, and then ask, "What's the plan?" Have children offer suggestions for ways to solve your problem. If they have a hard time offering suggestions, say, "Maybe I could ask for help. Or, I could think of another way to do my project."

Week 8

What's the Problem? Who Can Help?

Problem Solving: This week children will learn who is in their circle of care.

Children will

- Review the three steps to solving a problem: **Breathe, Think, Do**;
- Practice identifying feelings when a problem arises;
- Review the **think** strategy: “What’s the problem? What’s the plan?”;
- Identify people they can reach out to for help—people in their “circle of care”;
- Review the words **disappointed**, **mad**, and **ecstatic**.





Day One: Word Garden [15 minutes]

Call-and-Response

Children will learn problem solving strategies and review words as they chant and move.

Goals

- Practice the strategy **Breathe, Think, Do**.
- Review the words **disappointed**, **mad**, and **ecstatic**.

Supplies

- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup

Think of examples of times that you felt **disappointed** or **mad** because of a problem you had, and times that you felt **ecstatic** because you came up with a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that this week you are going to learn more strategies for solving a problem. Remind children that problems can cause lots of feelings. Ask children, “Do you remember the words **disappointed**, **mad**, and **ecstatic**?” Ask children to go to the Word Garden and pick these words. Review each word’s definition and pose.
2. Hold the ball in your hand, and give an example of a time that you felt **disappointed**. You might say, “One day I had a problem. I did not have time to finish my puzzle before bed, and I felt **disappointed**.” Now ask the children if they can think of a time that they felt **disappointed**. Roll the ball to each child who raises her hand, and invite her to share an example. Repeat this with the words **mad** and **ecstatic**.
3. Now lead children in the call-and-response. Encourage children to repeat the words and poses after you. Repeat the call-and-response three

times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,

[Children repeat: When I have a problem,]

I have feelings, too.

[Children repeat: I have feelings, too.]

Disappointed. Mad.

[Children repeat: **Disappointed. Mad.**]

But I'm ecstatic I can solve it.

[Children repeat: But I'm **ecstatic** I can solve it.]

When I Breathe, Think, Do!

[Children repeat: When I **Breathe, Think, Do!**]



Day Two:

Explore [20 minutes]

What's the Problem? What's the Plan? Who Can Help?

Children will practice identifying problems and creating plans to address those problems.

Goals

- Review the questions, “What’s the problem? What’s the plan?” as part of the **think** component of **Breathe, Think, Do**.
- Introduce the strategy “Ask for help.”

Supplies

- **Breathe, Think, Do** Chart Printable
- Hook-and-loop tape
- Your set of **Breathe, Think, Do** Cards
- Word Garden
- Markers

Setup

Post the **Breathe, Think, Do** Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity

1. Ask, “What do we do when we have a problem?” Point to the **Breathe, Think, Do** Cards, one after another. As you point to each card, encourage children to say, “**Breathe, Think, Do**,” while doing their **Breathe, Think, Do** poses.
2. Show children the **Breathe, Think, Do** Chart on the wall. Explain that you are going to use the chart to help Elmo come up with a plan to solve a problem.
3. Share the problem. Say, “Listen to this story, and see if you can name the problem:

Three of Elmo’s friends are playing together. They are playing a really fun dress-up game. Elmo wants to play, too, but there aren’t enough costumes for everyone. Joining the game isn’t working out for Elmo.”

4. Say, "How do you think Elmo is feeling?" Point to the Word Garden to help children find the right word to describe Elmo's feelings. Prompt: "Do you think he is feeling **disappointed**? Why?" [Elmo's feeling **disappointed** because he's sad that something isn't working out.]
5. Now say, "Let's **think!**" Point to the **think** card and column. "What is Elmo's problem?" Ask children to describe the problem in their own words, and draw stick figures to represent the problem on the chart in the space labeled, "What's the problem?"
6. Say, "The next part of thinking is to ask, 'What's the plan?' What is the plan for solving the problem? Does anyone have any ideas?" As children offer their ideas, list them in the space marked, "What's the plan?" Suggest that one plan could be to ask for help. Say, "Whom might Elmo ask for help? Who's someone at school who might be able to help Elmo?"





Day Three:

Problem Solving [15 minutes]

People Who Care

Children will identify people who can help when a problem arises.

Goal

- Help children identify people who care about them and are there to help.

Supplies

- A large, mural-size sheet of paper
- Hook-and-loop tape
- Crayons, markers, or paint
- “People in Your Neighborhood” clips from sesamestreet.org (optional)

Setup

Post a large, mural-size sheet of white paper on a wall in the room.

Activity

1. Explain, “One plan for solving a problem is to ask someone for help. There are so many people who care about you, and they are great people to ask for help.”
2. Provide some examples: “When Elmo has a problem, he sometimes asks his mom and dad for help. Big Bird asks his grandma. Zoe asks her teacher.”
3. Show children the blank paper on the wall, and explain that you are going to make a big picture showing all the people who care about them and can help when there’s a problem. Say, “You are all going to draw some of the people who care about you.” To get children started, draw a picture of yourself on the paper, and let them know they can always ask you for help.
4. As children draw, go around and ask, “Who are you drawing? Does your [grandma] help you sometimes? How does she help?” Label what the children say on their drawings.
5. After you’ve completed the mural, give it a title such as, “These are the people who care about us” or “These are our helpers.”



Use It!

- The next time that a child can't reach something, or is having trouble with a task like tying a shoe, ask, "Is there someone who might be able to help?" Take a trip to the mural, and encourage the child to identify a "helper."
 - Notice caring acts throughout the day, mention them aloud, and add them to the mural. You might say, "I noticed Nolan had a problem. He couldn't zip his coat. He saw Carla zipping up her coat, so he asked her for help. Carla did a great job helping Nolan! Carla is a person who cares."
 - At some point during the day, you could play the song, "People in Your Neighborhood." Search "People in Your Neighborhood" under "Videos" on sesamestreet.org, and you'll be able to access a variety of these clips. Help children fill in the blanks in the song with people from the mural.
-



Day Four:

Watch and Play [15 minutes]

Making New Friends

Children will practice using the **Breathe, Think, Do** strategy.

Goals

- Review “What’s the problem? What’s the plan?”
- Practice asking for help when a problem arises.

Supplies

- Computer or interactive whiteboard for viewing the following Week 8, Day 4, segments: the full version of “Elmo Joins In” on YouTube at <http://bit.ly/18mb7ef>, and “Elmo Joins In” with pauses on YouTube at <http://bit.ly/1b2PudO>
- **Breathe, Think, Do** Chart Printable
- Markers

Setup

Prepare the videos so they are ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity

1. Point to the **Breathe, Think, Do** Chart on the wall and say, “Remember the problem that Elmo had? He wanted to join in a dress-up game, but he couldn’t figure out how. We are going to watch a video that shows us his plan for solving the problem.”
2. Watch the full version of “Elmo Joins In” once through without stopping. Say, “Now let’s watch the video again and ask, ‘What’s the problem?’ and ‘What’s the plan?’”
3. Start the version of “Elmo Joins In” with pauses. When the friends tell Elmo there aren’t enough costumes, pause the video and ask, “What is Elmo’s problem?” Encourage children to answer in their own words. Then ask, “How is Elmo’s problem making him feel?” Encourage children to answer in their own words. Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Resume the video. When Elmo talks to his teacher about the problem, pause the video and

ask, “How is Elmo getting help? Who is helping Elmo to solve his problem?” Resume the video and watch until the end.

4. Point to the **Think** column on your chart. Ask, “What different plans did Elmo come up with? Are any of these plans the same as the plan we came up with together?” Refer back to children’s plans from Day 2.
5. Point to the **Do** column and ask, “Which plan did he try first? Did that plan work? Which plan did he try next? Did it work?” Draw a simple stick figure picture of Elmo playing with his friends in the “Try It!” space. Underneath, write, “Yes, that plan worked!”





Day Five: Show It [10 Minutes]

Practice Makes Perfect

Children will review the week's key concepts.

Goal

- Know the strategy **Breathe, Think, Do**.

Supplies

- Children's **Breathe, Think, Do** Cards
- Books that address the featured feelings (optional)

Setup

You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Begin your day by doing this week's call-and-response two times.
2. At various points throughout the day, call out, "Freeze. I have a problem, and my problem is making me feel **mad**." Then ask, "What's the first thing I should do?" Hold up the **Breathe** card and encourage children to say, "**Breathe**." Ask, "Now what should I do?" Hold up the **Think** card and encourage children to say, "**Think**." Say, "What's the first question I ask myself when I think?" Encourage children to say, "What's my problem?" Now make up a problem such as, "My kite is stuck in a tree."
3. Continue, "What's the next question we should ask?" Encourage children to say, "What's my plan?" Work together to come up with different plans for solving the problem.
4. Finally, ask children to name people who might be able to help with the problem. Encourage them to look at the mural for ideas.

Week 9

Let's Try It

Problem Solving: This week children will practice the third step in the problem solving process: **Do**.

Children will

- Review the three steps to solving a problem: **Breathe, Think, Do**;
- Practice identifying feelings when a problem arises;
- Learn the **Do** component of the **Breathe, Think, Do** strategy;
- Review the words **furious, miserable, and ecstatic**.





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will learn problem solving strategies and review words as they chant and move.

Goals

- Practice the **Do** component of the **Breathe, Think, Do** strategy.
- Review the words **furious**, **miserable**, and **ecstatic**.

Supplies

- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup

Think of times that you felt **furious** or **miserable** because of a problem or challenge, and times that you felt **ecstatic** because you came up with a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that this week you are going to practice solving problems. Remind children that problems can cause big feelings. Ask children, “Do you remember the words **furious**, **miserable**, and **ecstatic**?” Ask children to go to the Word Garden and pick these words. Then encourage them to share each word’s definition and pose.
2. Hold the ball in your hand, and give an example of a time that you felt **furious**: “One day I had a problem. My cousin spilled juice all over my painting and ruined it. I felt **furious**.” Then ask children if they can think of a time that they felt **furious**. Roll the ball to each child who raises his hand, and invite him to share an example of a time that he felt **furious**, **miserable**, or **ecstatic**. Now lead children in the call-and-response. Have children repeat the words and poses after you. Repeat the call-and-

response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,

[Children repeat: When I have a problem,]

I have big feelings, too.

[Children repeat: I have big feelings, too.]

Furious. Miserable.

[Children repeat: **Furious. Miserable.**]

But I'm ecstatic I can solve it.

[Children repeat: But I'm **ecstatic** I can solve it.]

When I Breathe, Think, Do!

[Children repeat: When I **Breathe, Think, Do!**]





Day Two:

Explore [20 minutes]

Let's Try to Solve It

Children will practice identifying problems and making plans to solve those problems.

Goal

- Review the **Do** component of the **Breathe, Think, Do** strategy.

Supplies

- **Breathe, Think, Do** Chart Printable
- Hook-and-loop tape
- Your set of **Breathe, Think, Do** Cards

Setup

Post the **Breathe, Think, Do** Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity

1. Ask, "What do we do when we have a problem?" Point to the **Breathe, Think, Do** Cards, one after another. As you point to each card, encourage children to say, "**Breathe, Think, Do**," while doing their **Breathe, Think, Do** poses.
2. Show children the **Breathe, Think, Do** Chart on the wall. Explain that you are going to use the chart to help Elmo and Cookie Monster make a plan to solve a problem.
3. Share the problem. Say, "Elmo bought the last two cookies at Hooper's store. Now his good friend Cookie Monster feels **miserable** because he wants a cookie, but there aren't any left."
4. Say, "Let's **think**." Point to the **Think** card and column. Then say, "What is Elmo and Cookie Monster's problem?" Now say, "What is their plan? Let's come up with plans for them to try."
5. Point to the **Do** column. Say, "Later, we will find out the plan that Elmo and Cookie Monster used to solve their problem! For now, I want you to vote for the plan that you would try in this situation."
6. Write down the plans that children generate.

7. Read the plans aloud, and then have the class vote for the one that they would try.
8. Act out this solution together. Have two children stand up, one playing Elmo and the other playing Cookie Monster. Say, "What is your problem, Elmo?" and "What is your plan to solve the problem?" Offer suggestions for how they can act out the solution. You might suggest that they act out breaking the cookie into two pieces or act out Elmo giving Cookie Monster one of the cookies. Reassure children that if they did not get to act out the solution today they will be able to act it out at another time during the week.



Day Three:

Problem Solving [15 minutes]

Try a New Plan

Children will practice the **Do** strategy.

Goal

- Practice the third step in the problem solving process: **Do**.

Supplies

- Act-Along Story Printable

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. Explain, "I'm going to read a story all about Elmo." The first time I read the story, I just want you to listen; but pay attention, because the second time I read it, instead of just listening to the story, you are going to act out the story as I read."
2. Read the story from the Act-Along Story Printable one time. Then explain that you will read the story again, but this time you will pause at certain times. At those times, they will act out what they just heard. Read the story again, and when you come to a bolded action word, encourage children to act it out.
3. After you've acted out the story, ask children, "What was Elmo's problem? How did Elmo's problem make him feel?" Point to the Word Garden to help children find the right words to describe Elmo's feelings. Then ask, "What was Elmo's plan to solve his problem? What did he do first? What did he do next? Which plan finally worked?"



Use It!

- The next time children are having trouble sharing, ask, “What’s a plan for solving this problem?” Then encourage them to try the plan. After they try, ask, “Did that plan work?”
 - If children are having trouble separating for the day, suggest a plan: “Maybe you can draw a picture for your daddy during art time. That will help you to think of him, and you can look forward to giving the picture to him at the end of the day.” Then ask, “Did your plan work?”
-





Day Four:

Watch and Play [15 minutes]

Sharing

Children will practice using the **Breathe, Think, Do** strategy.

Goals

- Practice using the **Breathe, Think, Do** strategy.
- See a problem solving plan enacted, and assess if the plan worked.

Supplies

- Computer or interactive whiteboard for viewing the following Week 9, Day 4, segments: the full version of the “Sharing Cookies” segment on YouTube at <http://bit.ly/1a18lVL>, and “Sharing Cookies” with pauses on YouTube at <http://bit.ly/1hgkGxQ>
- **Breathe, Think, Do** Chart Printable

Setup

Prepare the videos so they are ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity

1. Point to the **Breathe, Think, Do** Chart on the wall and say, “Remember the problem that Elmo and Cookie Monster had? Elmo got the last two cookies, and there were none left for his good friend, Cookie Monster. We are going to watch a video that shows us the plan Elmo and Cookie Monster used to solve their problem.”
2. Watch the full version of “Sharing Cookies” once through without stopping. Say, “Now let’s watch the video again and ask, ‘What’s the problem?’ and ‘What’s the plan?’”
3. Start the version of “Sharing Cookies” with pauses. After the problem is introduced, pause the video and ask, “How does Elmo feel about his problem?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Listen to children’s answers and resume the video. Pause the video after Elmo shares his cookie with Cookie Monster. Ask, “Which plan did Elmo try? Did it work? How can you tell?” Continue watching until the end of the video. After you complete the video, and see Cookie Monster share his cookie with Elmo, pause and ask, “What did Cookie Monster do to solve his problem? Did it

work? How can you tell that it worked?" Ask, "Is this similar to the plan we came up with earlier this week?" (On Day 2). Then ask, "How do you think Cookie Monster and Elmo felt after sharing the cookie?"

4. Look at the **Breathe, Think, Do** Chart together and draw Elmo and Cookie Monster's plans in the space under "Try It." Write "Yes!" under "Did it work?", or make a check mark.



Day Five: Show It [10 Minutes]

Practice Makes Perfect

Children will review the week's key concepts.

Goal

- Know the **Breathe, Think, Do** strategy.

Supplies

- Children's **Breathe, Think, Do** Cards
- Computer or interactive whiteboard for viewing the Week 9, Day 5 segment, "What We Are" Anthem on YouTube at <http://bit.ly/1jGQHvR>

Setup

Prepare the video clip to be played. Gather children and have them sit in a circle.

Activity

1. Begin your day by doing this week's call-and-response two times.
2. During circle time, invite children up to act out Elmo and Cookie Monster's cookie dilemma. As they act out the story, lead the audience in calling out the problem solving steps: **Breathe, Think, Do**.
3. At the end of the day, let children know how proud you are that they have become such good problem solvers. Watch the "What We Are" Anthem to celebrate.

Week 10

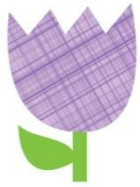
Try, Try Again

Problem Solving: This week, children will practice trying again when a solution doesn't work.

Children will

- Review the three steps to solving a problem: **Breathe, Think, Do**;
- Practice identifying feelings when a problem arises;
- Learn to try again when their solutions don't work;
- Review the words **frustrated, disappointed**, and **thrilled**.





Day One: Word Garden [15 minutes]

Call-and-Response

Children will learn problem solving strategies, and review words as they chant and move.

Goals

- Review the **Breathe, Think, Do** strategy.
- Review the words **frustrated**, **disappointed**, and **ecstatic**.

Supplies

- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup

Think of times that you felt **frustrated** or **disappointed** as the result of a problem, and times that you felt **thrilled** because you found a solution to a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that this week you are going to practice solving problems. Remind children that problems can cause lots of feelings. Ask children, “Do you remember the words **frustrated**, **disappointed**, and **thrilled**?” Ask children to go to the Word Garden and pick these words, and to share each word’s definition and pose.
2. Hold the ball in your hand, and give an example of a problem that you had that made you feel **frustrated**. You might say, “One day I had a problem. I was trying to pour milk into a cup by myself, and the milk spilled everywhere! I was very **frustrated**.” Now ask children if they can think of a time when they felt **frustrated**. Roll the ball to each child who raises her hand and invite her to share an example. Repeat this with the words **disappointed** and **thrilled**. Now lead children in the call-and-response. Have children repeat the words and poses after you. Repeat

the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,

[Children repeat: When I have a problem,]

I have big feelings, too.

[Children repeat: I have big feelings, too.]

Frustrated. Disappointed.

[Children repeat: **Frustrated. Disappointed.**]

But I'm thrilled I can solve it.

[Children repeat: But I'm **thrilled** I can solve it.]

When I Breathe, Think, Do!

[Children repeat: When I **Breathe, Think, Do!**]



Day Two:

Explore [20 minutes]

Let's Try to Solve It

Children will practice identifying problems, and trying ways to solve those problems.

Goal

- Introduce the strategy “Try, Try Again” as part of **Breathe, Think, Do**.

Supplies

- **Breathe, Think, Do** Chart Printable
- Hook-and-loop tape
- Your set of **Breathe, Think, Do** Cards
- Word Garden

Setup

Post the **Breathe, Think, Do** Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity

1. Ask, “What do we do when we have a problem?” Point to the **Breathe, Think, Do** Cards, one after another. As you point to each card, encourage children to say, “**Breathe, Think, Do**,” while doing their **Breathe, Think, Do** poses.
2. Show children the **Breathe, Think, Do** Chart on the wall. Explain that you are going to use the chart to talk about a problem that Elmo has.
3. Share the problem. Say, “When Elmo is getting ready for bed, he tries to button his pajamas by himself. He can’t get them buttoned, and he gets very **frustrated**. He wants to be able to button his pajamas all by himself!”
4. Say, “Let’s **think**.” Point to the **Think** card and column. Then say, “What is Elmo’s problem? How is Elmo’s problem making him feel?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Now say, “What is Elmo’s plan? Let’s come up with some plans for Elmo to try.”

5. Encourage the students to generate ideas for what they would do. If they do not say “keep trying,” then give “keep trying” as the example for what you would do.
6. Point to the **Do** column. Say, “Later, we will find out the solution that Elmo tried.”
7. Read the solutions that everyone generated, and have the class vote for the one that they would try.
8. Act this solution out together.





Day Three:

Problem Solving [15 minutes]

Try Again!

Children will learn to “Try, Try Again” when they can’t do something.

Goal

- Help children practice trying again and again to learn to do something.

Supplies

- None

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. Say, “I learned how to say this tongue twister: Abby asked Oscar about a bouncy ball Oscar bought.”
2. Say, “Do you know how I learned to say that? At first, I wasn’t able to do it, but I was persistent, and I tried again and again. Can you try with me?”
3. Help children learn the tongue twister. Encourage them to say it quickly at first, to see how challenging it is. After they have tried a few times, say, “**Breathe, Think, Do.**” Suggest that the **Do** can be to try and try again!
4. Some children may be able to do the tongue twister quickly, while others may not be able to do it at all. You may want to mess up a few times yourself and explain, “Even though I’ve practiced and practiced, I still make mistakes, and that’s OK!”



Use It!

- On the playground or during choice time, ask children to try something that they have never tried before, such as walking on a balance beam or hopping on one foot. As children try, remind them to **Breathe, Think, Do**, and to try, try again!]
 - During the day, ask children to set goals for themselves. Ask them, “What’s something you want to learn to do but can’t do yet?” If children are having a hard time thinking of goals, offer a few of your own, like, “I want to learn how to juggle,” or “I want to climb a mountain.” Then, have children use the mural to pick one person to help them accomplish their goal.
-



Day Four:

Watch and Play [15 minutes]

Yet

Children will watch a video demonstrating the strategy “Try, Try Again.”

Goals

- Practice using the **Breathe, Think, Do** strategy.
- See a problem solving plan enacted, and assess if the plan worked.

Supplies

- Computer or interactive whiteboard for viewing the following Week 10, Day 4, segments: the full version of “Elmo Doesn’t Give Up” on YouTube at <http://bit.ly/18mbmWD>, and “Elmo Doesn’t Give Up” with pauses on YouTube at <http://bit.ly/17RkJ4>
- **Breathe, Think, Do** Chart Printable
- Word Garden

Setup

Prepare the videos so they are ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity

1. Point to the **Breathe, Think, Do** Chart on the wall and say, “Remember Elmo’s problem? Elmo wanted to button his pajamas, but he couldn’t. We are going to watch a video that shows us the plan Elmo used to solve his problem.”
2. Watch the full version of “Elmo Doesn’t Give Up” once through without stopping. Say, “Now let’s watch the video again and ask, ‘What’s the problem?’ and ‘What’s the plan?’”
3. Start the version of “Elmo Doesn’t Give Up” with pauses. Pause the video as Elmo struggles with buttoning his pajamas. Ask, “How do you think Elmo is feeling? How can you tell?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Resume the video. After Elmo’s dad suggests that he be persistent and keep trying, pause the video again and ask, “What plan did Elmo try? Will it work? How can you tell?” Continue watching as Elmo and his Dad sing about not being able to do something yet. When the video is finished, ask, “Did trying again (being persistent) work for Elmo? How can you tell?”

4. Say, "Not being able to do something can be frustrating and disappointing. It helps when you have someone who cares about you to help you try and try again. Who helped Elmo?" Then ask, "Who helps you when you feel **frustrated** or **disappointed**?" Use the mural to help children name people who care about and help them. Remind the children that you are always someone who can help, too.
5. Look at the **Breathe, Think, Do** Chart together, and draw Elmo's solution in the space under "Try It."



Day Five: Show It [10 Minutes]

Practice Makes Perfect

Children will review the week's key concepts.

Goal

- Know the **Breathe, Think, Do** strategy.

Supplies

- Children's **Breathe, Think, Do** Cards

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. Begin your day by doing this week's call-and-response two times.
2. During circle time, practice the tongue twister, "Abby asked Oscar about a bouncy ball Oscar bought." As children work on it, use the **Breathe, Think, Do** strategy as they try and try again.
3. Suggest that children teach the tongue twister to their parents at pickup time. Explain that they can help their parents learn how to say the tongue twister by encouraging them to try and try again!

SECTION 3

Celebrating What We've Learned



Week 11

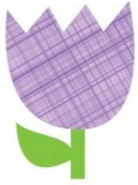
What We've Learned

Celebrate Our Learning! This week, children will think about everything they've learned about feelings and problem solving.

Children will

- Review all of the feeling words that they've learned;
- Review the **Breathe, Think, Do** problem solving strategy.





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will review words as they chant and move.

Goal

- Review the words **happy**, **thrilled**, **ecstatic**, **sad**, **disappointed**, **miserable**, **mad**, **frustrated**, and **furious**.

Supplies

- Word Garden
- Feeling Faces Printable
- Books that address the featured feelings (optional)

Setup

You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that you have learned so many feeling words over the past few weeks.
2. Hold up the Feeling Faces Printable, and invite children to come up and act out a face on the page.
3. Invite the group to guess the feeling, then do the pose and share the definition for that feeling.
4. Now lead children in the call-and-response three times. Have children repeat the words, and do the poses after you. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

One, two, three.

[Children repeat: One, two, three.]

Three happy words can tell you about me.

[Children repeat: Three **happy** words can tell you about me.]

Happy.

[Children repeat: **Happy**.]

Thrilled.

[Children repeat: **Thrilled**.]

Ecstatic.

[Children repeat: **Ecstatic**.]

One, two, three.

[Children repeat: One, two, three.]

Three sad words can tell you about me.

[Children repeat: Three **sad** words can tell you about me.]

Sad.

[Children repeat: **Sad**.]

Disappointed.

[Children repeat: **Disappointed**.]

Miserable.

[Children repeat: **Miserable**.]

One, two, three.

[Children repeat: One, two, three.]

Three mad words can tell you about me.

[Children repeat: Three **mad** words can tell you about me.]

Mad.

[Children repeat: **Mad**.]

Frustrated.

[Children repeat: **Frustrated**.]

Furious.

[Children repeat: **Furious**.]





Day Two:

Explore [20 minutes]

Pick a Card, Any Card

Children will review feeling words.

Goal

- Review feeling words.

Supplies

- Word Garden

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. Explain, “We grew so many words in our Word Garden. Today we are going to remember words that tell about our feelings.”
2. One by one, invite children to close their eyes, walk up to the Word Garden, and pick a word.
3. Read the word aloud, and ask children to share its definition and pose.
4. Invite children to share a time they felt this way.
5. Continue picking words, and reviewing their definitions and poses. After a word has been chosen and reviewed, it can be left out of the Word Garden until the game is over.



Day Three: Problem Solving [15 minutes]

Did It Work?

Children will read a book featuring a problem, and talk about how that problem was solved.

Goals

- Review the **Breathe, Think, Do** problem solving strategy.
- Review the different parts of the strategy: “What’s the Problem? What’s the Plan?”; “Ask for Help”; and “Try, Try Again.”

Supplies

- A book with a story featuring a clear problem and resolution

Setup

Gather children and have them sit in a circle on the floor.

Activity

1. Read the book or story aloud to the children. When the problem is first introduced, ask, “What’s the problem?” Encourage children to name the problem in their own words.
2. When you come to the part of the book where the character makes a plan to solve the problem, ask, “What’s the plan?”
3. Once you have finished reading the story, encourage children to stand up. Explain that you are going to act out the story that you have just read. Lead children in acting out the story. This time, when you get to the problem, say, “What do we do when we have a problem? We **Breathe, Think, Do!** Let’s take three slow, deep breaths, in through the nose and out through the mouth.” Count out the breaths so each child takes three.
4. The next time you encounter a problem in the story, ask, “What’s the problem?” Encourage children to name the problem from the story and how the problem made the character in the story feel. Point to the Word Garden to help children find the right word to describe the character’s feelings. Then ask, “What was the plan from the story?” Have children name the plan and finish acting out the story.

5. Once you have finished, ask, "What other plans could we have tried to solve this problem? Could we have asked for help from someone who cares about us? Could we have tried, tried again?" Have children act out different ways to solve the problem from the story.



Day Four: Watch and Play [15 minutes]

Not Yet

Children will watch a *Sesame Street* video that demonstrates the strategy “Try, Try Again.”

Goal

- Review the importance of trying and being persistent when facing a problem.

Supplies

- Computer or interactive whiteboard for viewing the Week 11, Day 4, segment “Elmo Doesn’t Give Up Song (Yet Song)” on YouTube at <http://bit.ly/1a18KYf>

Setup

Prepare the video so that it is ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity

1. Say, “One of the most important things we can do when we are **frustrated** by a problem is to try and try again. We call this *being persistent*! Let’s listen to this song about things that we can’t do *yet*, but can learn to do if we keep trying.”
2. Watch the video all the way through. When it is finished, ask, “What is the word that we should remember when we can’t do something?” Encourage children to answer, “Yet.” Say, “If you can’t do something, it doesn’t mean you’ll *never* learn to do it. It just means you can’t do it *yet*.”
3. Watch the video again. This time, encourage children to get up on their feet to sing and dance along.



Day Five: Show It [10 Minutes]

I Know My Feelings

Children will review the words of the week and this week's key concepts as they share their feelings.

Goal

- Know the words **happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated**, and **furious**.

Supplies

- Feeling Faces Printable

Setup

None

Activity

1. As children arrive for the day, and as they go home, have each child come up to the Feeling Faces Printable and point to the feeling face that shows how he is feeling. Ask, "Which feeling are you pointing to? Why do you feel [insert feeling]?"
2. Throughout the day, review this week's call-and-response together two times.

Week 12

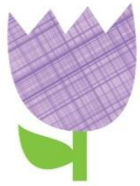
Let's Celebrate!

Celebrate Our Learning! This week, children will celebrate all the things they've learned about feelings and problem solving.

Children will

- Review the **happy** words they've learned with an "I Am **Happy**" book;
- Celebrate how much they have learned with I Can Do It! certificates.





Day One:

Word Garden [15 minutes]

Call-and-Response

Children will celebrate learning as they chant and move.

Goals

- Review the words **happy**, **thrilled**, and **ecstatic**.
- Celebrate all of the learning that has occurred over the past 11 weeks.

Supplies

- Word Garden
- Books that address the featured feelings (optional)

Setup

You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity

1. Explain that you have learned so many feeling words over the past few weeks. Explain that you are going to use the call-and-response to remember the **happy** words.
2. Now lead children in this week's call-and-response. Have children repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

One, two, three.

[Children repeat: One, two, three.]

Three happy words can tell you about me.

[Children repeat: Three **happy** words can tell you about me.]

Happy.

[Children repeat: **Happy.**]

Thrilled.

[Children repeat: **Thrilled.**]

Ecstatic!

[Children repeat: **Ecstatic!**]



Day Two:

Explore [20 minutes]

Pick a Card, Any Card

Children will review feeling words.

Goal

- Review the **happy** feeling words.

Supplies

- Word Garden

Setup

Gather children and have them sit in a circle.

Activity

1. Explain, “We grew so many words in our Word Garden. Today we are going to remember words that tell about our feelings.”
2. One by one, invite children to close their eyes, walk up to the Word Garden, and pick one of the **happy** words.
3. Read the word aloud, and ask children to share its definition and pose.
4. Invite children to share a time they felt this way.
5. Continue picking from the **happy** words. After a word has been chosen and reviewed, it can be left out of the Word Garden until the game is over.



Day Three: Celebrate [15 minutes]

I Feel Happy

Children will create a class book about times they felt **happy**.

Goals

- Review **happy** words.
- Celebrate learning.

Supplies

- Paper (enough for each child to have at least one sheet)
- Crayons and markers
- Stapler (adults only)

Setup

Set up tables and chairs where children can draw. Think about moments at school that you can share with children that have made you feel **happy**, **thrilled**, or **ecstatic**.

Activity

1. Say, "I feel really **happy** about all the learning we have done together. I am **thrilled**!" Mention some moments at school that have made you feel **happy**, **thrilled**, or **ecstatic**. You might say, "I felt **thrilled** when we all worked together to make the mural of people who care about and help us," or "I felt **happy** when we tried and tried again to solve [insert problem]."
2. Share something that has happened at school that has made you feel **happy**, **thrilled**, or **ecstatic**. Encourage children to mention their own examples.
3. Say, "We are all going to draw a picture of something that happened at school that made us feel **happy**, **thrilled**, or **ecstatic**. Then we are going to put our pages together to make a **happy** book."
4. Encourage children to draw a picture of a time they have recently felt **happy** at school. As children work, go around the room and ask, "When did you feel **happy**, **thrilled**, or **ecstatic**?", and "What is happening in your picture?" Write children's feeling words under their illustrations.

5. Staple the pages together to create a book, and share the book at circle time. List the entire class as co-authors and illustrators.



Day Four: Watch and Play [15 minutes]

Anthem

Children will watch a *Sesame Street* video that celebrates their strengths.

Goal

- Celebrate all the ways that the children are special.

Supplies

- Computer or interactive whiteboard for viewing the Week 12, Day 4 segment, “What We Are” Anthem on YouTube at <http://bit.ly/1a18Sah>

Setup

Prepare the “What We Are” Anthem to be played at the end of the day. Gather children into a half circle so they can all see the screen.

Activity

1. Say, “It’s time to celebrate just how special we are. We can all do so many things and we are so good at solving problems, trying hard, and helping one another.”
2. Play the video once through. Ask children to recall some words that were used to describe the singers. Mention ways that children are creative, funny, caring, helpful, brave, etc. Ask children to call out other words that describe who they are.
3. Now, invite children to stand up and dance along with the music.
4. Play the song two more times. Encourage children to sing and dance along with the characters.
5. When the song is over, ask children to tell you how they are feeling using the words they have learned.



Day Five: Show It [10 Minutes]

I Just Keep Getting Stronger

Children will recognize that they are growing stronger every day.

Goal

- Review key concepts.

Supplies

- I Can Do It! Printable Certificate (one per child)
- Crayons and markers
- Computer or interactive whiteboard for viewing the Week 12, Day 5 segment, “What We Are” Anthem on YouTube at <http://bit.ly/1crjFOi>

Setup

Print out one I Can Do It! Printable Certificate per child, and distribute crayons and markers to decorate. Prepare the “What We Are” Anthem to be played at the end of the day.

Activity

1. Explain, “There is so much that you can do! You can solve problems; name your feelings; you can **Breathe, Think, Do!**”
2. Gather children in a circle and do the following call-and-response two times.

Call-and-Response:

No matter what it is,

[Children repeat: No matter what it is,]

I can do it.

[Children repeat: I can do it.]

I can solve any problem,

[Children repeat: I can solve any problem,]

If I put my mind to it.

[Children repeat: If I put my mind to it.)

I can Breathe, Think, Do.

[Children repeat: I can **Breathe, Think, Do.**]

I can name my feelings, too.

[Children repeat: I can name my feelings, too.]

I try hard every day.

[Children repeat: I try hard every day.]

I am special. Hooray!

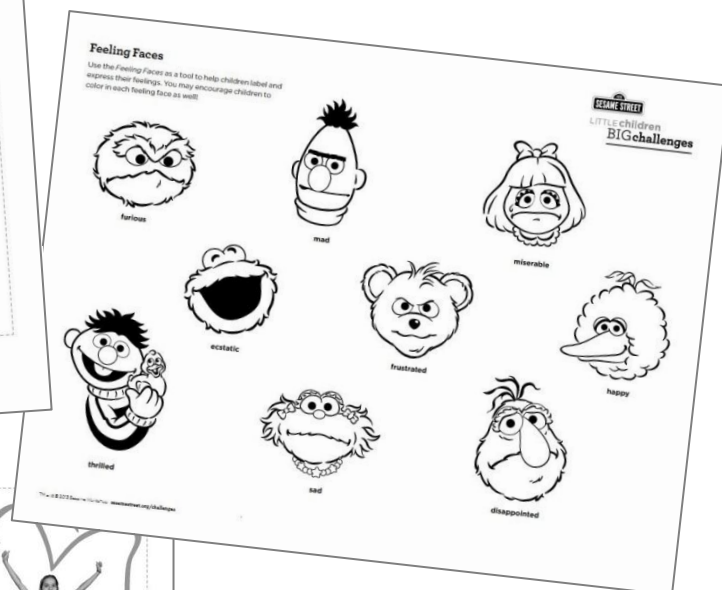
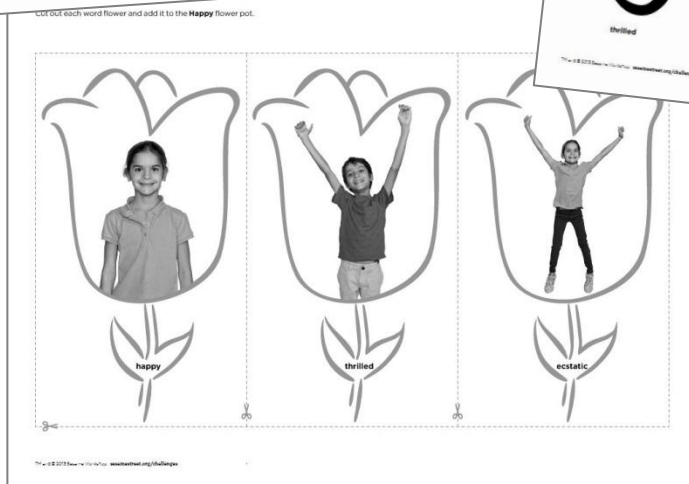
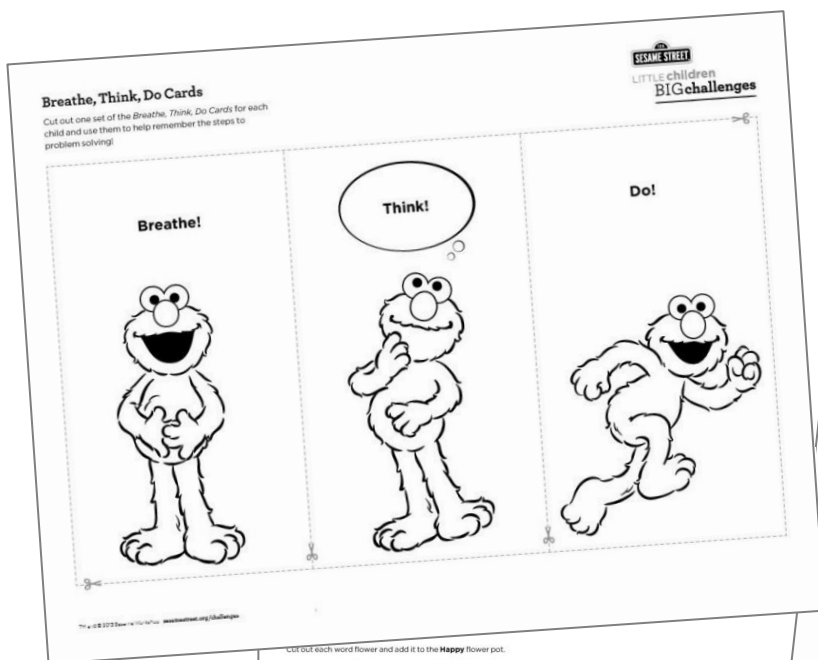
[Children repeat: I am special. Hooray!]

3. Give each child an I Can Do It! Printable Certificate as you mention something that child can do. For example, you might say, “Ella, you can solve problems. Yesterday you took three deep breaths when you felt **frustrated** that you could not tie your shoe.”
4. Invite children to color in their certificates.
5. Before you go for the day, hold your certificates up as you say the call-and-response one more time, and play the “What We Are” Anthem.



SECTION 4

Printables



Breathe, Think, Do Cards

Cut out one set of the *Breathe, Think, Do Cards* for each child and use them to help remember the steps to problem solving!



LITTLE **children**
BIG challenges

Breathe!



Think!



Do!



Breathe, Think, Do Chart

Use the *Breathe, Think, Do Chart* with children to remember the steps to problem solving, record possible plans, and keep track of which plans worked.



LITTLE **children**
BIG challenges

Breathe!



Think!



What's the problem?

What's the plan?

Do!



TRY IT!

Did it work?

Feeling Faces

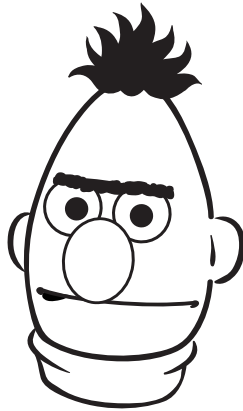
Use the *Feeling Faces* as a tool to help children label and express their feelings. You may encourage children to color in each feeling face as well!



LITTLE **children**
BIG challenges



furious



mad



miserable



ecstatic



frustrated



happy



thrilled



sad



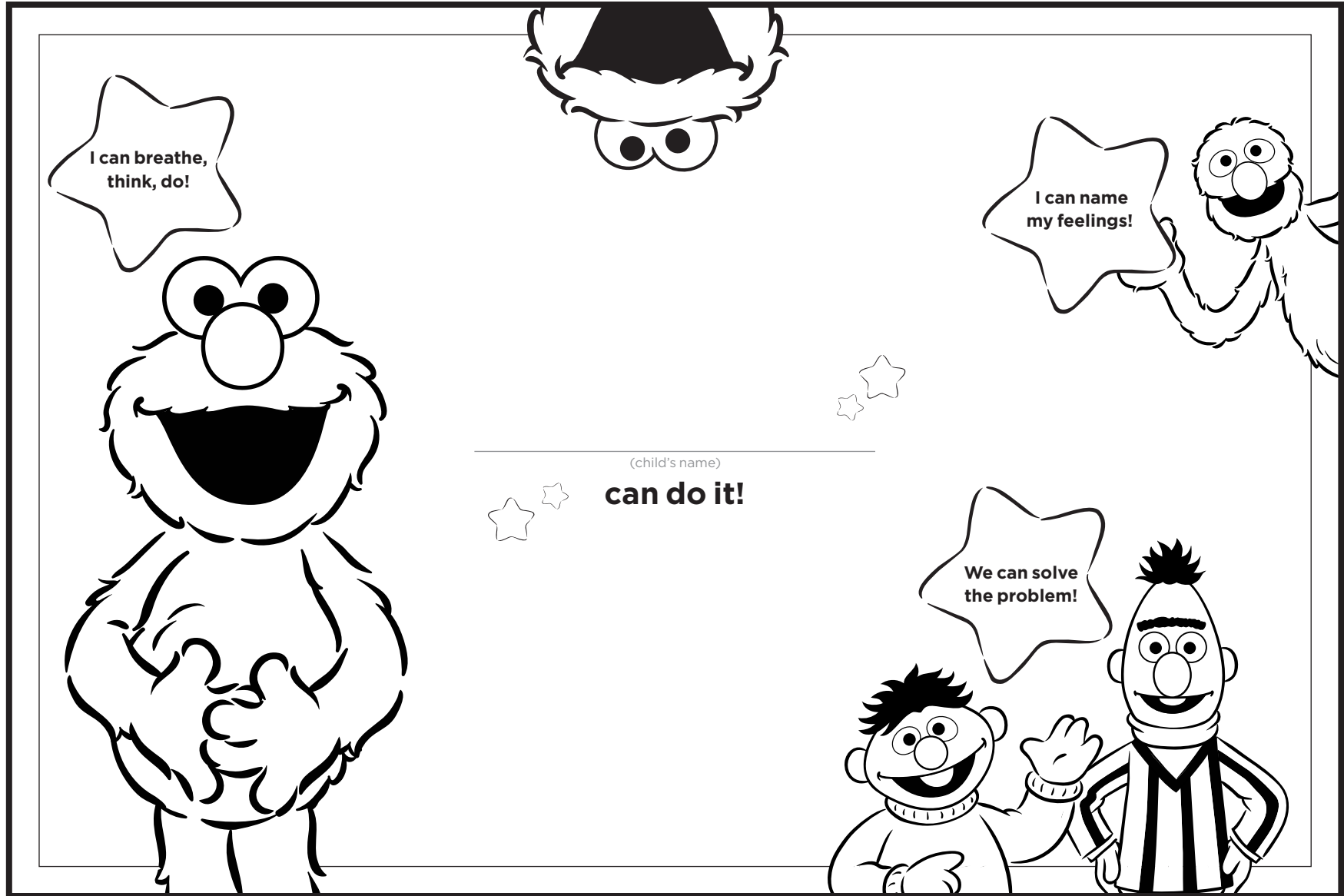
disappointed

I Can Do It! Certificate

The *I Can Do It! Certificate* will congratulate children on how much they've learned! They can name their feelings and solve problems with Breathe, Think, Do!



LITTLE **children**
BIG challenges



Act-Along Story

Use this Act-Along Story with children during Week 9, Day 3. When you read each bolded action word or phrase, encourage children to participate by acting out the movement along with you.



LITTLE **children**
BIG challenges



Elmo **jumps** up and down. He is so excited! Today is the day he gets to take care of the class hamster, Spotty. When it is time,



Elmo **pets** and **feeds** him. Elmo **pulls** him out of his cage and puts him on the ground. Spotty **runs** through the room. Spotty **runs**

around a corner. Spotty does not come back. Elmo **feels frustrated!** Elmo has a problem. Elmo needs to find Spotty. First,

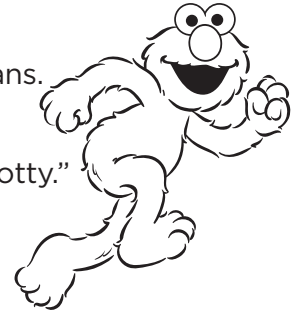


Elmo takes **three slow, deep breaths**. Then Elmo **thinks**, “What’s Elmo’s problem? Elmo’s problem is that he lost



Spotty.” Then Elmo thinks, “What are some plans Elmo can use to find Spotty?” Elmo comes up with three plans.

“Elmo can chase after Spotty,” he **thinks**. “Elmo can call for Spotty,” or, “Elmo can put out some food for Spotty.”



Now it’s time for Elmo to do something. It’s time for him to try a plan. Elmo is determined. He will try and try until he finds

Spotty. Elmo decides to call for Spotty, but Spotty does not come. “That plan did not work,” says Elmo. Elmo is persistent. He tries again.



Elmo decides to chase after Spotty.



Elmo **looks** in each room. He **looks** under a table, he **climbs**

over a chair. Elmo can’t find Spotty. That plan did not work, either. Elmo goes back to the cage and fills a bowl full of

Spotty’s favorite food.



Spotty comes back! He **runs** right to Elmo. “It worked!” says



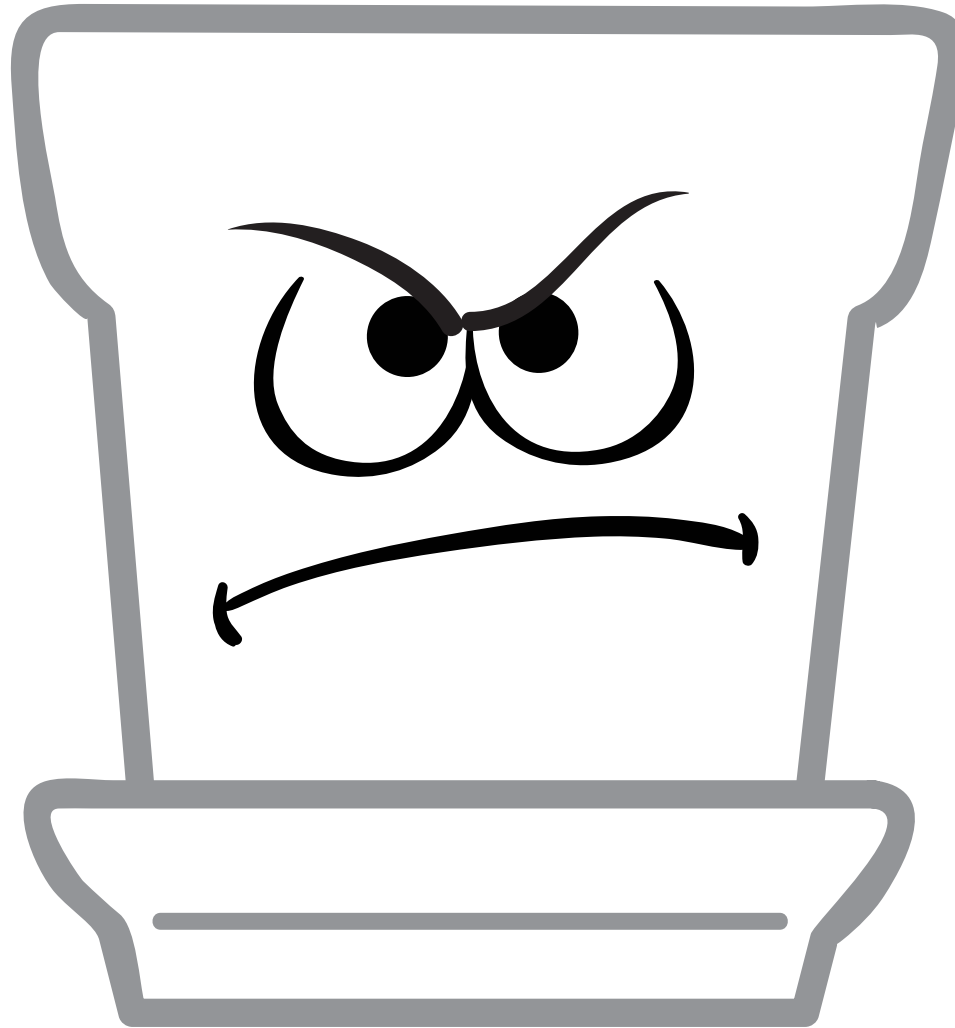
Elmo, **jumping** up and down. Elmo is **ecstatic!** Hooray!

Word Cards (Mad)

This flower pot will be the base for the **Mad** words in your Word Garden. Cut out each flower representing a **Mad** word and add it to this flower pot.



LITTLE **children**
BIG challenges

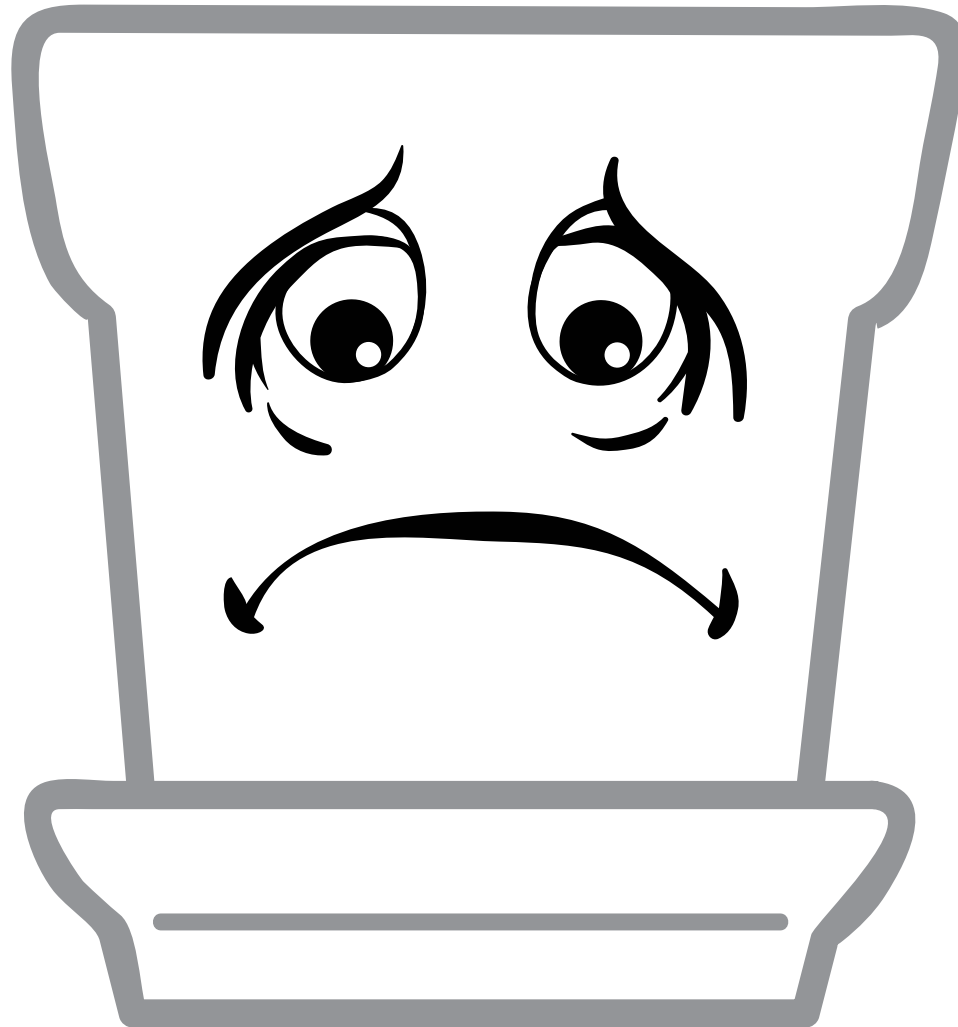


Word Cards (Sad)

This flower pot will be the base for the **Sad** words in your Word Garden. Cut out each flower representing a **Sad** word and add it to this flower pot.



LITTLE **children**
BIG challenges

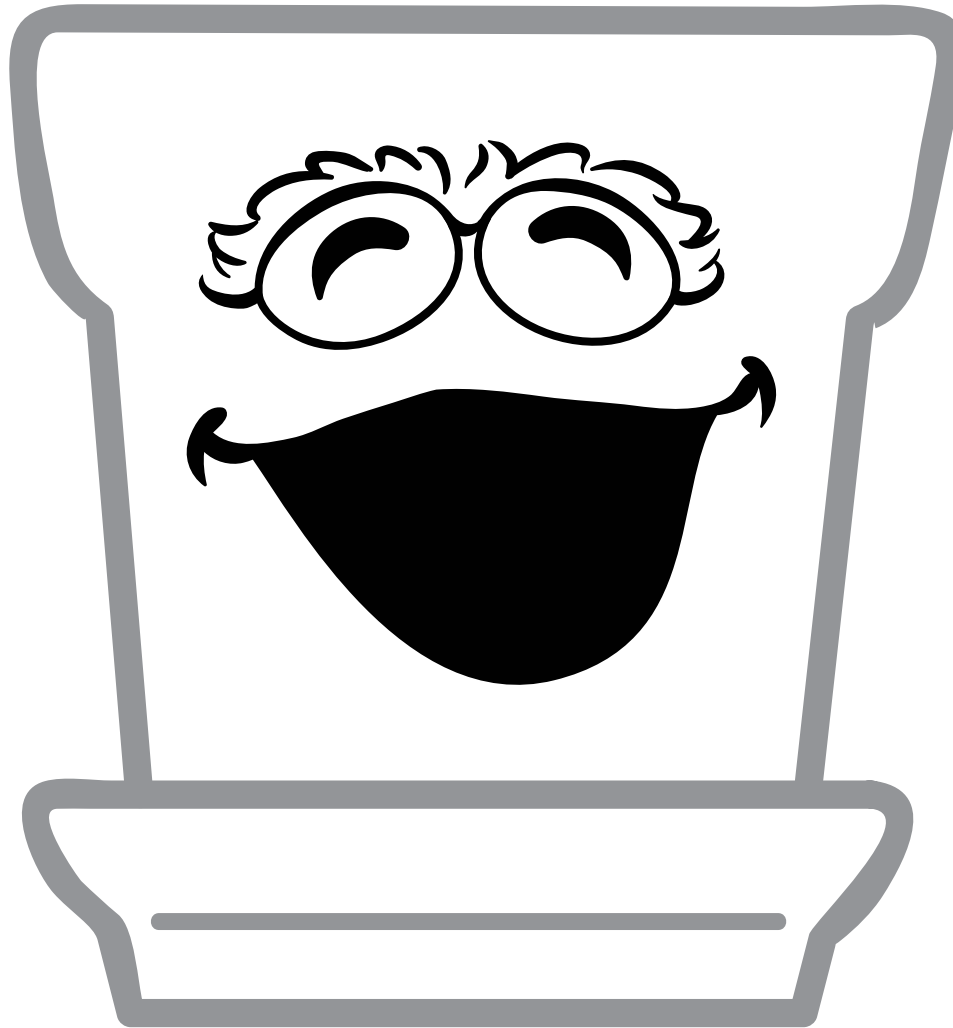


Word Cards (Happy)

This flower pot will be the base for the **Happy** words in your Word Garden. Cut out each flower representing a **Happy** word and add it to this flower pot.



LITTLE **children**
BIG challenges

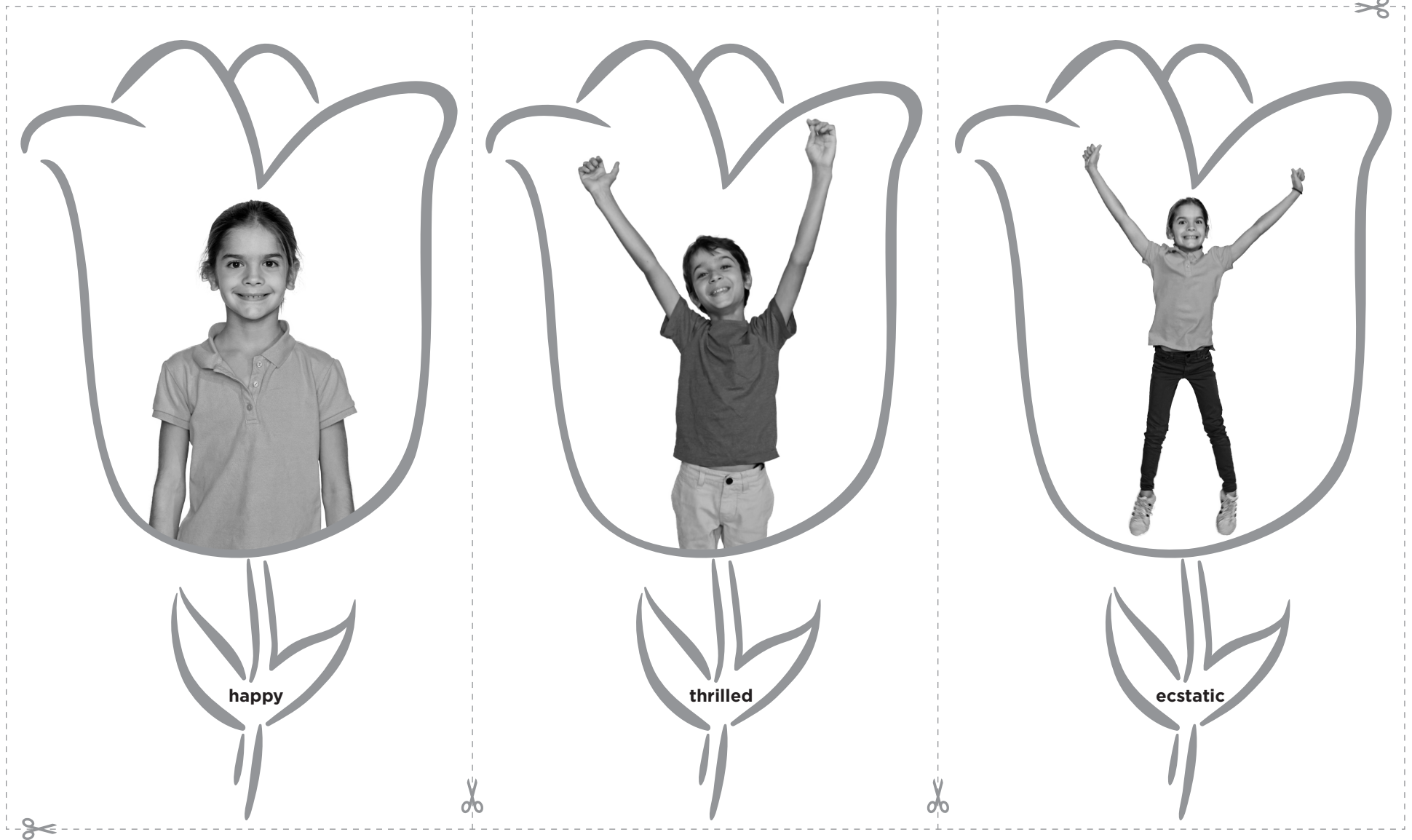


Word Cards (Happy)

Cut out each word flower and add it to the **Happy** flower pot.



LITTLE **children**
BIG challenges

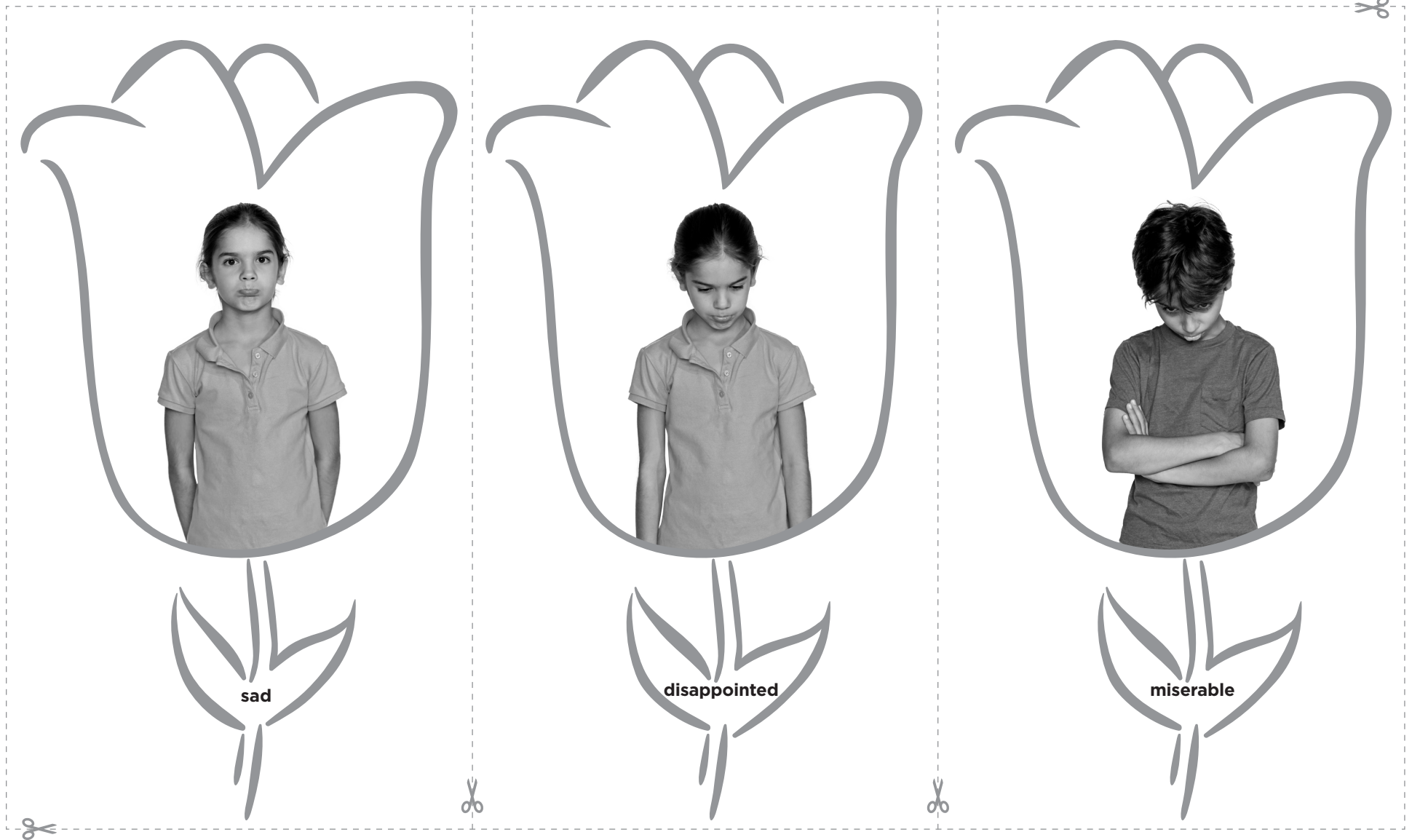


Word Cards (Sad)

Cut out each word flower and add it to the **Sad** flower pot.



LITTLE **children**
BIG challenges

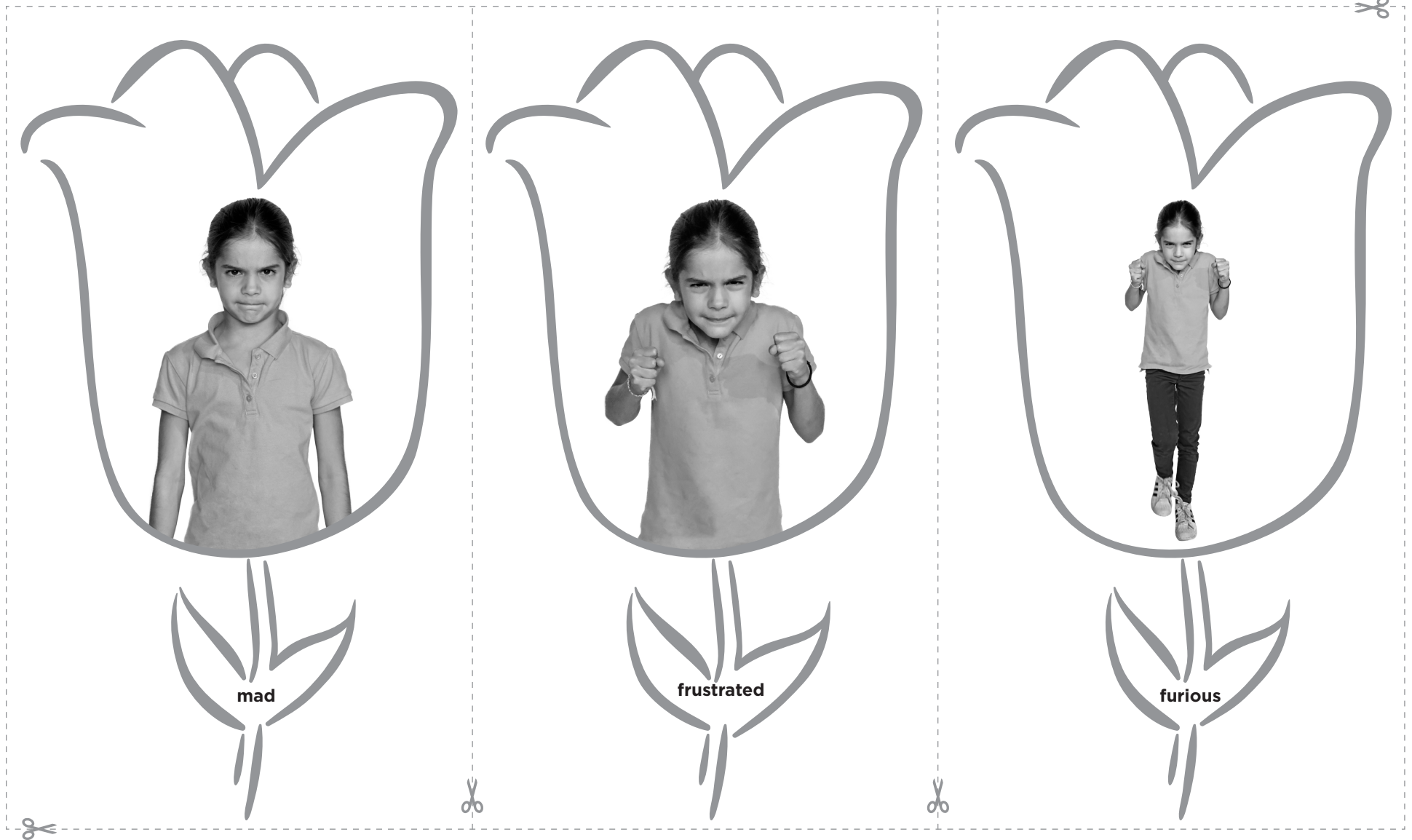


Word Cards (Mad)

Cut out each word flower and add it to the **Mad** flower pot.



LITTLE **children**
BIG challenges



Happy



Thrilled



Ecstatic



Sad



Disappointed



Miserable



Mad



Frustrated



Furious

