Educator Guide

Activities and tips to teach resilience skills in a community setting:

- Call-and-response chants and crafts for group participation
- Watch and review discussion topics
- Printable pages to copy and distribute
Here for Families and Communities

Sesame Workshop is the nonprofit media and educational organization behind Sesame Street, the pioneering television show that has been reaching and teaching children since 1969. Today, Sesame Workshop is an innovative force for change, with a mission to help kids everywhere grow smarter, stronger, and kinder. We’re active in more than 150 countries, serving vulnerable children through a wide range of media, formal education, and philanthropically funded social impact programs, each grounded in rigorous research and tailored to the needs and cultures of the communities we serve. For more information, please visit sesameworkshop.org.

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Brave, Strong, Resilient

Welcome to the Educator Guide!

Everyday challenges happen all the time. Preparation and support are key in helping children navigate the little and big obstacles that come their way. Encouraging children to develop these skills will help them to learn and to grow in school and in life.

YOU PLAY A VERY IMPORTANT ROLE IN DEVELOPING STRONG CHILDREN. Sesame Street is so grateful for your influence on children’s lives. This guide will build on what you are already doing to teach feelings and problem solving. We have created this guide to help you nurture resilience skills in the children you teach.

HOW TO USE THIS GUIDE

Over the course of eight weeks, you’ll engage in activities that build resilience skills through exploring feelings and ways to solve problems. 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

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

You know your children best. Use this as your resource and adapt ideas to address their unique family situations.
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Overview

SECTION 1: EXPLORE FEELINGS (WEEKS 1-4)

Day One of each week: Word Garden and Chant
Children will learn the key messages and words of the week through a movement and a chant.

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

Day Three of each week: Routines
Children will reinforce the words of the week through activities that are tied to your everyday routines.

Day Four of each week: Watch and Play
Children will watch and interact with a fun Sesame Street video found online on the Sesame Street in Communities channel on YouTube: http://bit.ly/2spFwH0.
Children will practice identifying the feelings of their favorite Sesame Street friends.

Day Five of each week: Show It
Children will review the call-and-response chant and practice sharing their feelings throughout the day.

SECTION 2: PROBLEM SOLVING (WEEKS 5-8)

Day One of each week: Word Garden
Children will learn the key messages and words of the week through a movement and a chant.

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

Day Four of each week: Watch and Play
Children will watch and interact with a fun Sesame Street video that tells the same story that was discussed on Day 2. Children will get to see the plan used to solve the problem.

Day Five of each week: Show It
Children will review the call-and-response chant and you will be provided with tips for how to incorporate the week’s learning goals into your everyday classroom routines.
Section 1: Explore Feelings

Using words to talk about feelings is especially important. This strategy helps kids learn to recognize their emotions and those of others.

**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 okay. Let them know that your classroom is a safe place to talk about their feelings.
- Find out the feeling words that children already know. Discuss different words that “tell” how someone feels.
- Children learn about feelings through physical cues. Be expressive as you explore feelings. If you are talking about a happy feeling, give a big bright smile. For sad, give a frown, hang your head, and speak in a sad tone.
- Notice how the children in your class are feeling. Identify and name the feeling, and point out children’s physical cues.
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

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>POSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>Happy means you feel good about something.</td>
<td>Give a big smile.</td>
</tr>
<tr>
<td>Thrilled</td>
<td>Thrilled means you feel really happy.</td>
<td>Give a big smile and raise your hands above your head.</td>
</tr>
<tr>
<td>Ecstatic</td>
<td>Ecstatic means you feel SUPER happy.</td>
<td>Give a big smile, raise your hands above your head, and jump.</td>
</tr>
</tbody>
</table>
Day One: Call-and-Response

**Word Garden** (15 minutes)

Children will learn words as they chant and move.

**Goal**

» Learn the words: happy, thrilled, ecstatic

**Activity**

1. Explain that you are going to plant a Word Garden. 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 feeling happy, thrilled, and ecstatic. Then ask, “When is a time that something good happened and you felt happy? When is a time something great happened and you were really happy—you felt thrilled? When is a time you were so super happy that you felt ECSTATIC?”

3. Have children take turns taping the cards to “plant” the words of the week.

4. Now lead children in the call-and-response. Say each line and do the feeling pose. Encourage the children to repeat the action after you. Hold up the large pose pictures during the activity.

**CALL-AND-RESPONSE:**

I feel good about something, yay!
I am feeling happy today.
I am feeling really happy, yay!
That means I’m feeling thrilled today.
I am feeling super happy, yay!
That means I’m feeling ecstatic today.

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.

Capture the moment! You can use a camera to take pictures of the children doing each pose. Show each picture next to the corresponding Word Card in your Word Garden.
Day Two: Share Happy Feelings

Explore (15 minutes)

Children will investigate happy feelings with an art activity.

Goals

» Review the words: happy, thrilled, ecstatic
» Learn to notice and express happy feelings

Activity

1. Share the definition and pose for the word happy. Ask children, “What word am I thinking of?” Say the word and its definition and show the pose. Now choose a child to pick the word happy from the garden. Repeat this for thrilled and ecstatic. Review the happy chant together.

2. Show children the happy box and explain, “In this box we are going to put pictures of times that we felt happy. Then we can use these to remind us of happy feelings.”

3. Give each child a blank slip of paper or index card. Ask them to draw about happy feelings like happy, thrilled, and ecstatic.

4. Talk to the children about their drawings. You can ask: “How did you feel? Happy? Thrilled, which means really happy? Or ecstatic, which means SUPER happy?” On each child’s drawing, write one sentence that describes what is happening in the picture. For example, “Jenna’s baby brother was born.” Then write one sentence about the child’s feeling. “Jenna felt ecstatic!”

Supplies

» A shoebox or a paper bag
» Images showing happy feelings
» 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. Find images showing different levels of happy. For instance, a happy image shows someone smiling. For ecstatic, show a picture of someone jumping for joy. You can also draw your own pictures or encourage children to do so.

» Label the box or bag with the word happy.
Day Three: Pass the Happy Words

Routines (15 minutes)

Review happy words with a circle time game.

Goals
» Review the different words for happy
» Learn about the feelings of others

Activity
1. During circle time, review the happy call-and-response.
2. Choose a card from the happy box and show the picture. Invite the child whose card it is to share her story. Read the description and name the feeling. “Jenna’s baby brother was born. Jenna felt happy.” Ask children, “When did you feel happy?”
3. Have children stand up. Say the word happy as you do the pose. Have children take turns repeating the word and doing the pose. Repeat with thrilled and ecstatic.

CHILDREN WILL understand their own feelings when they can recognize those of others. Ask, “How do happy people look? What do their faces look like? How do they act? What do they sound like?”
Day Four: Elmo and Cookie Monster Share

Watch and Play (20 minutes)

Identify feelings with a Sesame Street video.

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

Activity
1. Review the happy call-and-response.
2. Gather children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video of Elmo and Cookie Monster having happy feelings.”
4. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about their feelings.”
5. Play the video again. Ask, “What made Cookie Monster feel happy? What made Elmo feel happy? 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 tape the word happy. At the other, tape 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 to the happy wall. If you think they are feeling ecstatic, walk to the ecstatic wall.” Demonstrate walking to the different locations. Say, “Different people feel different things. It’s okay if some of you feel happy but others feel ecstatic.”
7. 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 had 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.

Supplies
- Computer or interactive whiteboard for viewing the segment “Sharing Cookies” on YouTube at: http://bit.ly/2rSXOPZ
- Piece of paper with the word happy written on it
- Piece of paper with the word ecstatic written on it
- Tape

Setup
Create two spaces on different ends of your room: one labeled happy, and one labeled ecstatic. Prepare the video so it is ready to be played.
Day Five: What’s the Feeling?

Show It (10 minutes)

Celebrate the words of the week by noticing feelings.

Goal

» Know the words: happy, thrilled, ecstatic

Activity

1. Begin your day by doing this week's call-and-response.

2. As you go about your daily class routines throughout the day, 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

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>POSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Sad means you do not feel happy.</td>
<td>Give a frown.</td>
</tr>
<tr>
<td>Disappointed</td>
<td>Disappointed means you feel sad that something did not work out.</td>
<td>Give a frown and hang your head.</td>
</tr>
<tr>
<td>Miserable</td>
<td>Miserable means you feel SUPER sad.</td>
<td>Give a frown, hang your head, and fold your arms.</td>
</tr>
</tbody>
</table>
**Day One: Call-and-Response**

**Word Garden** (15 minutes)

Children will learn words as they chant and move.

**Goals**
- Learn the words: sad, disappointed, miserable
- Explore ways to manage feelings

**Activity**

1. Explain that you are going to plant a Word Garden. “Today you are going to plant sad words.” Show each word flower, and share its definition and pose.

2. Give examples of when you felt sad, disappointed, and miserable. Then ask, “When did something make you feel sad, when you did not feel happy? When did something not work out the way you wanted it to and you felt disappointed? When were you so super sad that you felt miserable?” If needed, offer children prompts 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. Have children take turns taping the cards to “plant” the words of the week.

4. Now lead children in the call-and-response. Say each line and do the feeling pose. Encourage the children to repeat the action after you. Hold up the large pose pictures during the activity.

**CALL-AND-RESPONSE:**

- I don’t feel happy. Boo hoo.
- I feel sad, let me tell you.
- Something didn’t work out. Boo hoo.
- I feel disappointed, let me tell you.
- Something made me feel super sad. Boo hoo.

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.

Capture the moment! You can use a camera to take pictures of children doing each pose. Show each picture next to the corresponding Word Card in your Word Garden.

**Supplies**
- Word Cards printable
- Safety scissors
- Tape

**Setup**
- Cut out the Word Cards for sad, disappointed, and miserable. Think of examples of times you felt sad, disappointed, and miserable.
Day Two: Share the Sad Feelings

Explore (15 minutes)

Investigate sad feelings with an art activity.

Supplies

» A shoebox or bag
» Images showing sad feelings
» 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 sad images. Find images that show different levels of sad. For instance, a sad image shows someone frowning. For disappointed, someone frowning and hanging her head. You can also draw your own pictures or encourage children to do so.
» Label the box or bag with the word sad.

Goals

» Review the words: sad, disappointed, miserable
» Learn to notice and express sad feelings

Activity

1. Share the definition and pose for the word sad. Ask children, “What word am I thinking of?” Say the word and its definition and show the pose. Now choose a child to pick the word sad from the Word Garden. 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. Then we can look inside to remind us of sad feelings.”
3. Review the sad chant together.
4. Give each child a blank slip of paper or index card. Ask them to draw about sad feelings like sad, disappointed, and miserable.
5. Talk to the children about their drawings. You can ask: “How did you feel? Sad? Disappointed, which means you’re sad that something didn’t work out? Or miserable, which means SUPER sad?”
6. On each child’s drawing, write one sentence that describes what is happening in the picture. For example, “Elliot got the flu on his birthday.” Then write one sentence about the child’s feeling. “Elliot felt miserable.”
Day Three: Pass the Sad Words

**Routines** (15 minutes)

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

**Activity**

1. During circle time, review the sad call-and-response.

2. Choose a card from the sad box and show the picture. Invite the child whose card it is to share his story. Read the description and name 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. Have children stand up. Pass the word miserable. Say the word miserable as you do the pose. Have children take turns repeating the word and doing the pose. Repeat with sad and disappointed.

4. Share a strategy to cope with sad feelings. You might say, “When I’m sad, I do a happy dance to help me feel better.” Demonstrate and encourage children to copy your actions.

5. Encourage children to share what makes them feel better. If they struggle to answer, offer suggestions: “Take a deep breath.” “Talk to a friend or an adult about your feelings.” “Think of a happy memory.”
Day Four: Bye for Now

Watch and Play (15 minutes)

Identify feelings with a Sesame Street video.

Goals

» Review sad, miserable

» Use words to describe feelings

Activity

1. Review the sad call-and-response.

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 when saying good-bye in the morning.”

4. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about what the characters are feeling.”

5. Play the video again. Discuss the different feelings that were mentioned. Ask, “Have you ever felt sad when you had to say good-bye? What helped you to feel better? What else helps you feel better when you are sad?”

6. At one end of the room tape the word sad. At the other end of the room tape the word miserable. Explain, “I’m going to tell you about something that happened to Elmo. If you think Elmo is feeling sad, walk to the sad wall. If you think Elmo is feeling miserable, walk to the miserable wall.” Demonstrate walking to the different locations. Say, “It’s okay for different people to feel different ways. Some of us might think Elmo is sad. Others might think he is miserable.”

7. 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 good-bye to his dad. Then, Elmo missed his dad. Last, Elmo missed his dad and he had a tummy ache.”

8. Continue giving examples. Ask children to add their own examples, too.

Supplies

» Computer or interactive whiteboard for viewing the “Bye Bye for Now” on YouTube at: http://bit.ly/2suDiXb

» Piece of paper with the word sad written on it

» Piece of paper with the word miserable written on it

» Tape

Setup

» Create two spaces on different ends of your room: one labeled sad and the other labeled miserable. Prepare the video so it is ready to be played.
Day Five: What’s the Feeling?

Show It (10 Minutes)

Celebrate the words of the week with a guessing game.

Goal

Know the words: sad, disappointed, miserable

Activity

1. Begin your day by doing this week’s call-and-response.

2. As you go about your daily class routines, look for moments when children are displaying sad feelings. 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. Discuss ways to manage the feeling. You might ask, “What could you do to feel better?” Share the ideas from the lesson on Day 3: Do a happy dance. Take a deep breath.

5. Continue noticing and sharing this week’s feelings throughout the day. 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**

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>POSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mad</td>
<td>Mad means you feel angry about something.</td>
<td>Scrunch up your face.</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Frustrated is a feeling you get when you try and try to do something and you just can’t do it.</td>
<td>Scrunch up your face and clench your fists.</td>
</tr>
<tr>
<td>Furious</td>
<td>Furious means you feel SUPER angry.</td>
<td>Scrunch up your face, clench your fists, and stomp your feet.</td>
</tr>
</tbody>
</table>
Day One: Call-and-Response

Word Garden (15 minutes)

Children will learn mad words as they chant and move.

Goal

» Learn the words: mad, frustrated, furious

Activity

1. Explain that today you are going to plant mad words in the Word Garden. Show each word flower and share its definition and pose.

2. Give examples of feeling mad, frustrated, and furious. Then ask, “When is a time something made you angry and you felt mad? 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. Have children take turns “planting” the words of the week.

4. Now lead children in the call-and-response. Say each line and do the feeling pose. Encourage the children to repeat the action after you. Hold up the large pose pictures for children to see during the activity.

CALL-AND-RESPONSE:

I feel angry. Grrr.
I feel mad, for sure.
I tried but I could not do it. Grrr.
I feel frustrated for sure.
I feel super angry. Grrr.
I feel furious for sure.

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.

Capture the moment! You can use a camera to take pictures of the children doing each pose. Show each picture next to the corresponding Word Card in your Word Garden.
Day Two: Share the Mad Feelings

Explore (15 minutes)

Investigate mad feelings with an art activity.

Goals
» Review the words: mad, frustrated, furious
» Learn to notice and express mad feelings
» Discuss ways to manage mad feelings

Supplies
» A shoebox or a paper bag
» Images showing mad feelings
» Large index cards or pieces of standard white paper cut in half (one per child)
» Crayons and markers

Activity
1. Share the definition and pose for the word mad. Ask children, “What word am I thinking of?” Say the word and its definition and show the pose. Now choose a child to 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. Then we can look inside to remind us of mad feelings.”
3. Review the mad call-and-response together.
4. Give children blank slips of paper or index cards. Ask them to draw about a mad feeling like mad, frustrated, or furious.
5. Talk to the children about their drawings. You can ask: “How did you feel? Mad? Frustrated? Furious, which means SUPER mad? What helped you to feel better?”
6. On each child’s drawing, write a description of what is happening in the picture. For example, “Naja could not tie her shoe no matter how hard she tried. She felt frustrated.”

Setup
» Decorate a shoebox or a bag with mad images. Find images showing different levels of mad. For instance, a frustrated image shows someone scrunching up his face. For furious, someone is scrunching up her face and stomping her feet. You can also draw your own pictures or encourage children to do so.
» Label the box or bag with the word mad.
Goal
» Review the different words for mad

Activity
1. During circle time, review the mad call-and-response.
2. Choose a card from the mad box and show the picture. Invite the child whose card it is to share her story. Read the description, and name the feeling. For example, “Naja could not tie her shoe no matter how hard she tried. Naja felt frustrated.”
3. Have children stand up. Pass the word frustrated. Say the word frustrated as you do the pose. Have children take turns repeating the word and doing the pose. Repeat with furious.
4. Share a strategy to cope with mad feelings. You might say, “When I’m mad, I use my words to say how I feel. Or sometimes, I ask for a hug, count to 10, or draw a picture.” Demonstrate and encourage children to copy your actions.
5. Encourage children to share what makes them feel better. If they struggle to answer, offer suggestions: “Take a deep breath.” “Talk to a friend or adult about your feelings.” “Think of a happy memory.”

Supplies
» Mad box or bag

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

Review mad words with a circle time game.

Day Three: Pass the Mad Words

Routines (15 minutes)
Day Four: Buttons at Bedtime

Watch and Play (20 minutes)

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 segment “Elmo Doesn’t Give Up” on YouTube at: http://bit.ly/2sfSGWU
- Piece of paper with the word frustrated written on it
- Piece of paper with the word furious written on it
- Tape

Activity
1. Review the mad call-and-response.
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 what the characters are feeling.”
5. Play the video again. Ask, “How did Elmo feel when he could not button his pajamas? What helped Elmo feel better? Have you ever felt frustrated? What did you do?”
6. In one area of the room, tape the word frustrated. In the other, tape the word furious. Explain, “I’m going to tell you about something that happened to Elmo. If you think Elmo is feeling frustrated, go to the frustrated wall. If you think Elmo is feeling furious, go to the furious wall.” Demonstrate going to the different locations. Say, “It’s okay for different people to feel different ways. Some of us might think Elmo is frustrated. Others might think he is 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.”
8. Continue adding examples. Encourage children to add their own examples, too.
Day Five: What’s the Feeling?

Show It (10 minutes)

Celebrate the words of the week by noticing feelings.

Goal

» Know the words: mad, frustrated, furious

Activity

1. Begin your day by doing this week’s call-and-response.
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, “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 used (in this case, frustrated).
5. Continue noticing and sharing this week’s feelings throughout the day. 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**, **sad**, and **mad** feelings.

» Recognize moments when they feel **happy**, **sad**, and **mad**.

» Begin to recognize some ways to express their feelings.

» Learn some strategies for coping with feelings.
Day One: Call-and-Response

Word Garden (15 minutes)

Goal

» Review the words: happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated, and furious

Activity

1. 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.

2. 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 to think of a time that they felt happy. Roll the ball to each child and have that child share an example. Repeat this with the sad words and mad words.

3. Then lead children in the call-and-response. Have children repeat the words and poses after you. Hold up the large pose pictures during the activity.

CALL-AND-RESPONSE:

One, two, three.
Three happy words can tell you about me.
Happy. Thrilled. Ecstatic.
One, two, three.
Three sad words can tell you about me.
One two three.
Three mad words can tell you about me.
Mad. Frustrated. Furious.
Goals
» Review the happy words: happy, thrilled, ecstatic
» Learn to notice and express happy feelings

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 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 are having mad or sad feelings.
Day Three: Guess the Feeling

Routines (5 minutes)

Children will review sad words with a lineup game.

Goal

» Review the sad feeling words

Activity

1. Ask, “What are some sad feelings we sometimes have?” 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.

3. During lineup time and at other transitions during the day, 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, have him mention someone who can help.

Supplies

» None

Setup

» None
Day Four: New Friends

Watch and Play (15 minutes)

Children will identify feelings with a Sesame Street video.

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

Activity
1. Review the feelings call-and-response chant.
2. Gather the children into a half circle so they can all see the screen.
3. Say, “We are going to watch a video all about Elmo making friends.”
4. Watch the video once through without stopping. Then say, “We’re going to watch again. This time, we are going to play a game. I have pictures of all the feeling words we have learned. When I pause the video, I want you to point to the picture that shows how you think Elmo is feeling.”
5. Act out an example. Say, “My cat tore a hole in my teddy bear.” Then make a mad face. Ask the children to point to the picture that they think shows how you are feeling.
6. Now begin the version of “Elmo Joins In” with pauses. Pause when each “Watch” scene starts as indicated by the blue pause button in the video. Show the Feeling Faces printable as you ask the kids what they see:

<table>
<thead>
<tr>
<th>WATCH</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elmo is watching the friends play</td>
<td>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?”</td>
</tr>
<tr>
<td>The friends tell Elmo that he can’t play</td>
<td>Point to the picture that shows how Elmo is feeling when his friends say that he can’t play. “Have you ever felt [insert feeling]? What helped you feel better?”</td>
</tr>
<tr>
<td>Elmo joins in on the fun</td>
<td>Point to the picture that shows how you think Elmo is feeling when he’s playing with his friends and is having fun. “Have you ever felt [insert feeling]?”</td>
</tr>
</tbody>
</table>

Supplies
- Computer or interactive whiteboard for viewing the following segments:
  - The full version of “Elmo Joins In” on YouTube at: http://bit.ly/2rT1Tnx
- Feelings Faces printable (one per child)

Setup
- Cue both versions of “Elmo Joins In.”
Day Five: I Know My Feelings

Show It (10 minutes)

Children practice using feeling words throughout the day.

Goal

Know the words: happy, thrilled, ecstatic, sad, disappointed, miserable, mad, frustrated, furious

Activity

1. As children arrive for the day and as they go home, have each child use the Feeling Faces printable to show how they are feeling. Ask, “What feeling are you pointing to? Why do you feel [insert feeling]?”

2. Throughout the day, review the feeling chant together. Watch the “What We Are Anthem” to celebrate.

Supplies

- Feeling Faces printable
- Computer or interactive whiteboard for viewing the “What We Are Anthem” segment on YouTube at: http://bit.ly/2raUqgQ

Setup

- None
Section 2: Problem Solving

Learning to deal with problems and the feelings they cause is a key part of developing resilience. Over the next four 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 each step of 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?” Children 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, you will talk about who is in a child’s “circle of care.”

**Tips**

» Throughout these weeks, always help children name their feelings when they are having a problem. Remind them of the feeling words they know.

» Although the individual parts of the Breathe, Think, Do strategy are taught bit by bit over the next four weeks, you can prepare children 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 5: 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: Breathe, Think, Do.

» Practice identifying feelings when a problem arises.

» Practice the first step in the problem solving process: Breathe.
Day One: Call-and-Response

Word Garden (15 minutes)

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

Goals
» Introduce: Breathe, Think, Do
» Review the words sad and happy

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. Review happy and sad words. 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 him or her to share an example, too.

3. Now lead children in the call-and-response. Have them repeat the words and poses after you. Hold up the large pose pictures as they do the call-and-response.

CALL-AND-RESPONSE:
When I have a problem,
I have feelings, too.
Sad.
But I’m happy I can solve it,
When I Breathe, Think, Do!

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.
Day Two: Breathe, Think, Do Cards

Explore (20 minutes)

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

Goal

» Learn the Breathe, Think, Do problem solving strategy

Activity

1. Hold up the Breathe card. Say, “The first thing you do when you have a problem is to 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.”

3. Hold up the Do card. Say, “The final step is Do, when we try out our plan.”

4. 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 the words. Have children hold up their cards and say the words with you.

5. Have children gather around tables with the crayons, colored pencils, or markers. Let them color their Breathe, Think, Do cards. When they finish, explain, “Now everyone here has their own super special problem solving cards. We can use these anytime we have a problem to remind ourselves what to do!”

6. Gather children in a circle again, and have them show each other their cards.
Day Three: Take Three Breaths

Problem Solving (15 minutes)

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

Goal
» Practice the first step in the problem solving process—Breathe

Activity
1. Explain, “Sometimes there are problems or challenges that make us sad. Listen to this story: One day, Elmo felt sad when dropped off at school. Elmo didn’t want to say good-bye. He said, ‘Elmo wants Daddy to stay, don’t go!’”

2. Ask, “How is Elmo feeling?” Point to the Word Garden to help children find the right word to describe Elmo’s feelings. Reassure them that it’s okay to suggest different feelings. “Have you ever felt the way that Elmo does?”

3. Explain and demonstrate the strategy.
   • “The first thing to do when you have a problem like this is to take three slow, deep breaths. Breathing helps us stay calm and figure out what we are feeling. After we take three slow, deep breaths, we can name what we are feeling and think of a plan to solve the problem.”
   • Stand up, and put your hands on your stomach. “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.

4. Encourage children to practice.
   • Have them stand up and put their hands on their stomachs. Say, “Breathe in slowly through your nose and out through your mouth.” Count the breaths so each child takes three.
   • Say, “Now let’s practice taking three slow, deep breaths to get calm!” Explain that you are going to play a game of Breathe Dance. “I’m going to play a song. Dance around with all your energy. When I stop the music, freeze and take three slow, deep breaths.”
   • Play the song, pausing 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.
Day Four: Belly Breathe as You Say Good-bye

Watch and Play (20 minutes)

Children will practice the breathe strategy and review the words sad and happy with videos.

Goals
» Review Breathe, Think, Do
» Review words sad and happy

Activity
1. Gather children into a half circle so they can all see the screen. Say, “We are going to watch two videos. The first is about taking slow, deep breaths.”
2. Play the “Belly Breathe” video once through without stopping. Ask the 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” video once through without stopping. Say, “These children had a hard time saying good-bye to their mommies and daddies, too. They were sad. But they used Think to come up with a plan and Do to try a plan. This helped them solve their problem and feel happy!”
4. Now show the “Bye Bye for Now” video again. Pause when each “Watch” scene starts as indicated by the blue pause buttons in the video.

Supplies
» Computer or interactive whiteboard for viewing the following segments:
  » “Bye Bye for Now Song” (full version) on YouTube at: http://bit.ly/2sQrOt4

Setup
» Prepare the videos so they are ready to be played.
Day Five: Practice Makes Perfect

Show It (10 minutes)

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

Activity

1. Begin your day by doing this week’s call-and-response.
2. Ask children to look at their Breathe, Think, Do Cards. Say, “Try the poses Elmo is doing for each word.”
3. Have children spread out throughout the room. When you call out each word, encourage children to follow Elmo’s poses: Breathe, Think, Do.
4. Now, repeat the call-and-response. This time, have children make the Breathe, Think, Do poses as they say the words in the call-and-response.
5. Throughout the day, when children seem to be facing a problem or are getting frustrated or overwhelmed, have them take three slow, deep breaths and express how their problem is making them feel. You can use the Word Garden to help children find the right word to describe what they are feeling. Then ask them to name the next steps to solve the problem.

Find ways to help children solve problems together using Breathe, Think, Do. If there is a conflict for example during cleanup, 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 what you are feeling.” This will help children feel safe and cared for.
**Week 6: 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 the **Think** strategy: What’s the problem? What’s the plan?

» Review the words **frustrated** and **thrilled.**
Day One: Call-and-Response

Word Garden (15 minutes)

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

Goals
- Practice the strategy: Breathe, Think, Do
- Review the words frustrated and thrilled

Activity
1. Explain that this week you are going to learn more strategies for solving a problem. Explain that problems can cause big feelings. Review frustrated and thrilled. 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 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, which means I practiced and practiced until I could do it. I finally learned to zip my jacket and I felt thrilled.” Pass the ball again as children share times they felt thrilled.

3. Now lead children in the call-and-response. Hold up the large pose pictures as they do the call-and-response.

CALL-AND-RESPONSE:

When I have a problem,
I have feelings, too.
Frustrated.
But I’m thrilled I can solve it,
When I Breathe, Think, Do!

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.
Day Two: What’s the Problem? What’s the Plan?

Explore (20 minutes)

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

Goal

» Introduce the Think part of the strategy: “What’s the problem? What’s the plan?” questions

Activity

1. Gather children and have them sit in a circle on the floor.
2. 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” as they do with each pose.
3. Show children the Breathe, Think, Do Chart. Explain that you will use it to help think of a plan to solve the problem.
4. Say, “We’ve practiced breathing and identifying our feelings. Now let’s talk about thinking. When we think, the first question is, ‘What’s the problem?’” Listen to this story: The Twiddlebug brother and sister want to play, but the sister wants to play on the seesaw and the brother wants to play on the swing. They each go to play on their own, but her seesaw won’t move because there is no one on the other side, and his swing won’t swing because there is no one pushing it! They want to do something, but they can’t!
5. Say, “Let’s think about how the Twiddlebugs are feeling.” Have the children use the Word Garden to find the right word. Ask: “Do you think they are feeling frustrated? Why?”
6. Say, “Let’s think! What’s the Twiddlebug’s problem?” Then point to the Think column on the chart. As children describe the problem, use the chart to write or draw pictures of what they say.
7. Then say, “Now let’s ask, ‘What’s the plan?’ How can they fix the problem?” As children offer their ideas, use the chart to write or draw pictures of what they say. You can make suggestions like, “They could take turns,” or “They need to work together.”
Day Three: Breathe, Think, Do Cards

Problem Solving (15 minutes)

Children will practice using the strategy:
What’s the Problem?
What’s the Plan?

Goals

- Review the Breathe part of the strategy: Take three deep breaths and name what you are feeling
- Use the Think strategy: What’s the Problem? What’s the Plan?

Supplies

- None

Setup

- None

Activity

1. Gather children in a circle. Stand in the center of the circle.

2. Set up the story: “You are all going to be fish, and I am going to be a fisherman. Okay fish, I have a problem. I am going to take three deep breaths and name what I’m feeling.” Take three slow, deep breaths, in through the nose and out through your mouth. “I have a problem. I feel frustrated. I need your help.”

3. Lead the children in chanting the first line: “Fisherman, fisherman, what’s the problem?” Remind the children to keep asking, “What’s the problem? What’s the plan?” 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 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 becomes the fisherman.)
Day Four: Taking Turns

Watch and Play (15 minutes, whole group)

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

Goal
» Review: What’s the Problem? What’s the Plan?

Activity
1. Gather children into a half circle so they can all see the screen.
2. Point to the Breathe, Think, Do Chart on the wall. “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.”
3. Watch the video once through without stopping. Say, “Now let’s watch the video again and talk about the Twiddlebugs’ problems and their plans.”
4. Start the video. Pause when each “Watch” scene starts and as also indicated by the blue pause buttons in the video:

<table>
<thead>
<tr>
<th>Watch DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twiddlebug boy and girl first start to disagree about what to do on the playground</td>
</tr>
<tr>
<td>Twiddlebugs come up with a plan</td>
</tr>
</tbody>
</table>

Ask, “What’s the problem?” Encourage children to answer in their own words.
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.

5. Finish the video. Then discuss it with the children. Use the Breathe, Think, Do Chart to write or draw their ideas and note how they worked. Ask: “Their first plan didn’t work, so they tried a new plan.” “Did that plan work?”

Supplies
» Computer or interactive whiteboard for viewing the following segments:
   - “Twiddlebugs Take Turns” (full version) on YouTube at: http://bit.ly/2s3AddS
   - “Twiddlebugs Take Turns” (with pauses) on YouTube at: http://bit.ly/2rbsSrZ
» Breathe, Think, Do Chart

Setup
» Prepare the videos so they are ready to be played.
Day Five: Practice Makes Perfect

Show It (10 minutes, whole group)

Children will review the week’s key concepts.

Goals

Know the strategy: Breathe, Think, Do

Activity

1. Begin your day by doing this week’s call-and-response.
2. At various points throughout the day, practice the Breathe, Think, Do strategy. For example:
   - Call out, “Freeze. I am feeling frustrated because I have a problem.”
   - Say, “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 the children name your problem.
   - Ask, “What’s the plan?” Have the children offer suggestions to solve your problem.
   - If they have a hard time answering, say, “Maybe I could ask for help. Or I could think of another way to do my project.”

USE IT! At the end of the day, ask, “Who had a problem today? What was your problem? What was your plan?” When talking about the problem, say, “Did you remember to take three slow, deep breaths before you did anything else?” Share your own examples if children don’t have any suggestions.
Week 7: 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, ecstatic.
Day One: Call-and-Response

Word Garden (15 minutes)

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

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. Review disappointed, mad, and ecstatic. Ask children to go to the Word Garden and pick these words. Practice 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. Have children repeat the words and poses after you. Hold up the large pose pictures for children to see as they do the call-and-response.

CALL-AND-RESPONSE:

When I have a problem, I have feelings, too. Disappointed. Mad. But I’m ecstatic I can solve it, When I Breathe, Think, Do!

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.
Day Two: Who Can Help?

Explore (20 minutes)

Children will practice identifying problems and create plans to address them.

Supplies

» Breathe, Think, Do Chart
» Tape
» Breathe, Think, Do Cards
» Word Garden
» Markers

Setup

» Post the Breathe, Think, Do Chart up on the wall.

Goals

» Review the strategy: What’s the Problem? What’s the Plan? as part of Breathe, Think, Do
» Introduce the strategy “Ask for help”

Activity

1. Gather children and have them sit in a circle on the floor.
2. 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” as they do each pose.
3. Show children the Breathe, Think, Do Chart on the wall. Explain that you are going to use it to help Elmo come up with a plan to solve the problem.
4. 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 has a problem. He wants to play, too, but there aren’t enough costumes for everyone. Joining the game isn’t working out for Elmo.”
5. Say, “How do you think Elmo is feeling?” Have the children use the Word Garden to find the right word. Ask, “Do you think he is feeling disappointed? Why?”
6. Now say, “Let’s think! What is Elmo’s problem?” Then point to the Think column on the chart. Ask children to describe the problem with and use the chart to write or draw pictures of what they say.
7. Then say, “The next part of thinking is to ask, ‘What’s the plan?’ Let’s think of ideas.” Draw or write their responses under, “What’s the plan?” on the chart. Suggest that one plan could be to ask for help. Say, “Who can help Elmo?”

Provide children with the following line when they need help in a similar situation: “I want to join the game but I don’t know how. Can you help?”
Day Three: People Who Care

Problem Solving (15 minutes)

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

Activity

1. Explain, “One plan for solving a problem is to ask someone for help. There are so many people who care about you.”
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. Explain, “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.
4. During the activity, talk to the children about what they are drawing. “Who helps you? Tell me about your picture.” Label what the children say on their drawing.
5. After you’ve completed the mural, give it a title such as, “Our helpers!”

USE IT! At some point during the day, you could play the song “These Are the People in Your Neighborhood” on sesamestreet.org. Help children fill in the blanks in the song with people from the mural.
Day Four: Making New Friends

Watch and Play (15 minutes)

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 these segments:

» Breathe, Think, Do Chart

» Markers

Setup

» Prepare the videos so they are ready to be played.

Activity

1. Gather children and have them sit in a half circle so they can all see the screen.

2. 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.”

3. Watch the full version of the “Elmo Joins In” video once through without stopping. Say, “Now let’s watch the video again and ask ‘What’s the problem?’ and ‘What’s the plan?’”

4. Start the video. Pause when each “Watch” scene starts:

<table>
<thead>
<tr>
<th>WATCH</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The friends tell Elmo there aren’t enough costumes</td>
<td>Ask, “What is Elmo’s problem?” Encourage children to answer in their own words. Then ask, “What is Elmo feeling about this problem?” Encourage children to answer in their own words. Use the Word Garden to help children find the right word.</td>
</tr>
<tr>
<td>Elmo talks to his teacher about the problem</td>
<td>Ask, “How is Elmo getting help? Who is helping Elmo to solve his problem?”</td>
</tr>
</tbody>
</table>

Resume the video and watch to the end.

5. Point to the Think column on your chart. Ask, “What were some of Elmo’s plans? Do you remember the plans we came up with together?”

6. Point to the Do column. Discuss how Elmo solved the problem. Draw or write about it on the chart in the “Try It!” space. Put a check mark to show his plan worked!
Day Five: Practice Makes Perfect

Show It (10 minutes)

Children will review the week’s key concepts.

Goal

- Know the strategy: Breathe, Think, Do

Supplies

- Children’s Breathe, Think, Do Cards

Setup

- None

Activity

1. Begin your day by doing this week’s call-and-response.
2. At various points throughout the day, practice the Breathe, Think, Do strategy. For example:
   - Say “Freeze. I have a problem. My kite is stuck in a tree. What’s the first thing I should do?”
   - Encourage children to say “Breathe, Think, Do.”
   - Ask, “What’s my problem? What’s my plan?” Discuss ideas to solve the problem.
3. Finally, ask children to name people who might be able to help with the problem. Use your mural for ideas.
Week 8: 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 strategy.

» Review the words frustrated, disappointed, thrilled, ecstatic.
Day One: Call-and-Response

Word Garden (15 minutes)

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

Goals
- Review the strategy: Breathe, Think, Do
- Review the words frustrated, disappointed, thrilled

Activity
1. Explain that this week you are going to practice solving problems. Remind children that problems can cause lots of feelings. Review the words frustrated, disappointed, and thrilled. Ask children to go to the Word Garden and pick these words. Practice 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 to think about when they felt frustrated. Roll the ball to the children. Invite them to share examples. Repeat this with the words disappointed and thrilled.
3. Now lead children in the call-and-response. Hold up the large pose pictures as they do the call-and-response.

CALL-AND-RESPONSE:

When I have a problem,
I have big feelings, too.
Frustrated. Disappointed.
But I’m thrilled I can solve it,
When I Breathe, Think, Do!

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.
Day Two: Let’s Try to Solve It

Explore (20 minutes)

Children will practice identifying problems and trying ways to solve them.

Goal

» Introduce the strategy “Try, Try Again” as part of Breathe, Think, Do

Activity

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

2. 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” as they do the poses.

3. 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.

4. 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 gets very frustrated. He wants to be able to button his pajamas all by himself.”

5. Point to the Think column on the chart and say, “Let’s think! What is Elmo’s problem? How is Elmo’s problem making him feel?” Have children use the Word Garden to find the right word. Now say, “What is Elmo’s plan? Let’s come up with some plans for Elmo to try.”

6. Encourage children to think of their own ideas. Suggest the idea to “keep trying.”

7. Point to the Do column. Discuss the ideas children have suggested. Ask, “Which one would you try?” Act out a scene of what would happen.
Day Three: Try a New Plan

Problem Solving (15 minutes)

Children will practice the Do strategy.

Goal

» Practice the third step in the problem solving process: Do

Supplies

» Act-Along Story

Setup

» None

Activity

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

2. Explain, “I’m going to read a story about Elmo. The first time I read the story, I just want you to listen and pay attention. The second time, you will listen to the story again and act it out as I read.”

3. Read the story from the Act-Along Story printable once. Then read the story again. This time, when you come to a bolded action word, encourage children to act it out.

4. Discuss the story together. You can ask:

“That was Elmo’s problem? How did Elmo feel about his problem? What was Elmo’s plan to solve his problem? What did he do first? What did he do next? What 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 like, “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 it to him at the end of the day.” Then ask, “Did your plan work?”
Day Four: Power of Yet

Watch and Play (15 minutes)

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 segments:
   • “Elmo Doesn’t Give Up” (full version) on YouTube at: http://bit.ly/2sUENex
   • “Elmo Doesn’t Give Up” (with pauses) on YouTube at: http://bit.ly/2s1SQTh

» Breathe, Think, Do Chart

Setup

» Prepare the videos so they are ready to be played.

Activity

1. Gather children and have them sit in a half circle so they can all see the screen.
2. Point to the Breathe, Think, Do Chart on the wall and say, “We are going to watch a video of Elmo making a plan and solving the problem as he tries to button his pajamas.”
3. Watch the full version of “Elmo Doesn’t Give Up” once through without stopping. Say, “Now let’s watch the video again. Ask ‘What’s the problem?’ and ‘What’s the plan?’”
4. Start the version of “Elmo Doesn’t Give Up” with pauses. Pause when each “Watch” scene starts and as indicated by the blue pause buttons in the video:

<table>
<thead>
<tr>
<th>WATCH</th>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elmo struggles with buttoning his pajamas.</td>
<td>“How do you think Elmo is feeling? How can you tell?”</td>
</tr>
<tr>
<td>Elmo’s dad suggests that he be persistent and keep trying.</td>
<td>“What plan did Elmo try? Will it work? How can you tell?”</td>
</tr>
<tr>
<td>Elmo and his dad sing about not being able to do something yet.</td>
<td>“Did trying again (being persistent) work for Elmo? How can you tell?”</td>
</tr>
</tbody>
</table>

5. Ask children about people who help them. Say, “Who helps you when you feel frustrated or disappointed? It helps when someone who cares about you helps you try and try again. Who helped Elmo?”
6. Use the Breathe, Think, Do Chart to discuss and draw how Elmo worked through his problem.
Day Five: I Just Keep Getting Stronger

Show It (10 minutes)

Children recognize that they are growing stronger every day.

Goal

- Review key concepts

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 this final call-and-response.
   - No matter what it is
   - I can do it.
   - I can solve any problem,
   - If I put my mind to it.
   - I can breathe, think, and do.
   - I can name my feelings, too.
   - I try hard every day.
   - I am special. Hooray!

3. Give each child a certificate as you mention something that child learned to do. For example, “Ella, you are persistent. Yesterday you took three deep breaths when you felt frustrated that you could not tie your shoe. Then you tried again and were able to tie it!”

4. Invite children to color in their certificates.

5. Before you go for the day, hold your certificates up as you say the chant one more time, and play the “What We Are Anthem.”
Section 3: Printables

Copy and distribute these printables to use with the activities in this guide.
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!

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.

**Breathe!**

- What’s the problem?

**Think!**

- 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!

- **MAD**
- **THRILLED**
- **MISERABLE**
- **HAPPY**
- **DISAPPOINTED**
- **ECSTATIC**
- **FRUSTRATED**
- **SAD**
- **FURIOUS**
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 Garden Flower Pot: 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.
Word Garden Flower Pot: 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.
Word Garden Flower Pot: 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.
Word Cards Flowers and Poses: Happy

Cut out each Word Flower and add it to the Happy flower pot.
Word Cards Flowers and Poses: Sad

Cut out each Word Flower and add it to the Sad flower pot.
Word Cards: Flowers and Poses: Mad

Cut out each Word Flower and add it to the Mad flower pot.

- Frustrated
- Furious
- Mad
Large Pose Picture

Happy
Large Pose Picture

Thrilled
Large Pose Picture

Ecstatic
Large Pose Picture

Sad
Large Pose Picture

Disappointed
Miserable
Large Pose Picture

Mad
Large Pose Picture

Frustrated
Large Pose Picture

Furious
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!

I can name my feelings!

I can breathe, think, do!

We can solve the problem!

(child’s name)

Can Do It!