



# LEARN & GROW TOGETHER

## Social and Emotional Learning, Character, and Executive Function



### Facilitator Guide for All Sessions

This guide includes a materials list, a facilitation script and activities. The script suggests talking points. Facilitators are encouraged to adapt the script to match their style and the needs of the participants.

## Program Session Topics and Schedule

- **WELCOME SESSION:** The Welcome Session is an addition to the nine sessions below. The Welcome Session can be integrated with Session 1 or offered separately as a stand-alone introduction to the program, based on local preference.
- **SESSION 1:** Self-awareness: I am me. I have feelings, likes and dislikes.
- **SESSION 2:** Self-regulation and Impulse Control: I manage my thoughts, my feelings and my behaviors.
- **SESSION 3:** Self-confidence: I am good and I am capable.
- **SESSION 4:** Empathy and Compassion: I know that everyone has feelings, and I am kind.
- **SESSION 5:** Friendship: I make friends and I get along with others.
- **SESSION 6:** Responsibility: I take care of myself, my things and my community.
- **SESSION 7:** Courage: I may feel nervous or scared, but I will try my best.
- **SESSION 8:** Perseverance and Task Persistence: I can stick with and complete a task.
- **SESSION 9:** Gratitude: I say thank you.

The schedule sequence is repeated for each session to provide continuity to kids, grown-ups and facilitators. The repetition is intentional, so embrace the familiarity! It helps kids and adults anticipate each session and feel confident in singing along and using the vocabulary and concepts.

Time frames are provided in the facilitator guide, but note these are approximates. Facilitators may make adjustments based on the needs of the group. The overall session should not exceed 90 minutes and should start and end on time. Transition time is needed for kids to separate and to regroup before and after the grown-ups-only discussion. We encourage facilitators to use engaging songs, rhymes or other transition tools to help move from one activity to another; they can be found in the supplemental materials.

The curriculum includes detailed directions to prepare materials and activities, deliver the content and facilitate the sessions. The facilitator guide is structured as a script and is intended to be a tool for facilitators while they become familiar with the schedule and the content. Facilitators are encouraged to paraphrase and adapt the language to match their own facilitation style.



## At-A-Glance General Schedule: 90 minutes

This is a general session overview.

TIME	PARTICIPANTS	SECTION	OVERVIEW
5 MIN.	<ul style="list-style-type: none"> <li>• Kids</li> <li>• Grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival and welcome</li> </ul>	<ul style="list-style-type: none"> <li>• Individual welcome</li> <li>• Make nametags</li> </ul>
5 MIN.	<ul style="list-style-type: none"> <li>• Kids</li> <li>• Grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Begin large group</li> </ul>	<ul style="list-style-type: none"> <li>• Activity – Large group welcome</li> <li>• Activity – Song and dance warm-up</li> </ul>
10 MIN.	<ul style="list-style-type: none"> <li>• Kids</li> <li>• Grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Large group media moment</li> </ul>	<ul style="list-style-type: none"> <li>• Activity – Watch and talk about media</li> <li>• Activity – Introduce playtime in learning centers</li> </ul>
60 MIN. 15 mins. in each center	<ul style="list-style-type: none"> <li>• Kids</li> <li>• Grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Play &amp; Learn together</li> </ul>	<ul style="list-style-type: none"> <li>• Activity – Families play in learning centers</li> <li>• Activity – Kids say goodbye to grown-ups</li> </ul>
15 MIN. (Grown-ups and kids in separate spaces)	<ul style="list-style-type: none"> <li>• Kids</li> <li>• Grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Playtime for kids</li> <li>• Discussion time for adults</li> </ul>	<p>Activities –</p> <ul style="list-style-type: none"> <li>• Song and dance</li> <li>• Movement games</li> <li>• Center play</li> <li>• Calm activity</li> <li>• Snack</li> <li>• Story</li> </ul> <p>Activity – Large and small group discussions; goal setting with the guidance of one facilitator</p>
5 MIN.	<ul style="list-style-type: none"> <li>• Kids</li> <li>• Grown-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Wrap-up and goodbye</li> </ul>	<p>Goodbye song</p>



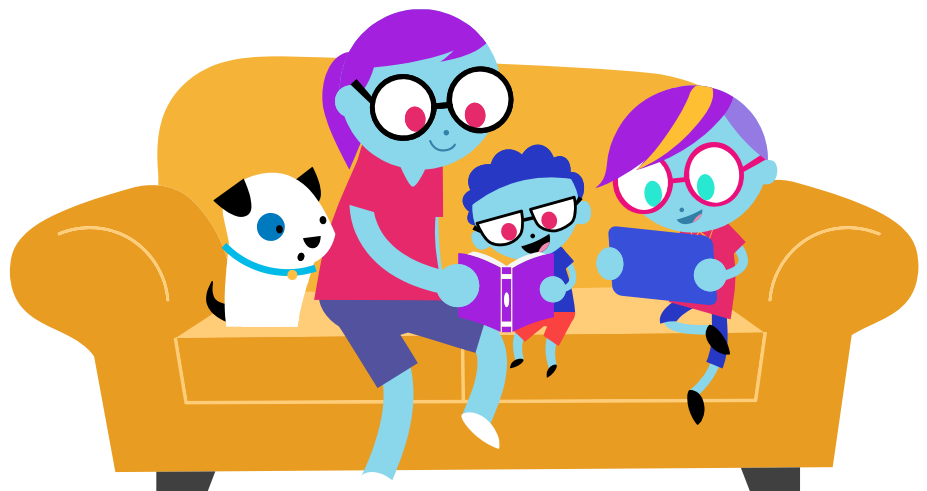
# Program Objectives

Each session was developed around specific social and emotional skills and character habits. You can reasonably expect that by the end of each session, actively engaged participants will be able to:

1. Describe the social and emotional and character skills addressed in the session.
2. Recognize their roles, as grown-ups, in helping their kids understand the concepts and skills.
3. Make a plan for their families to practice the skills after the sessions and in the course of daily life.

## **NOTE**

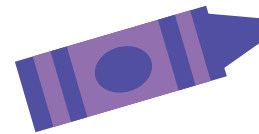
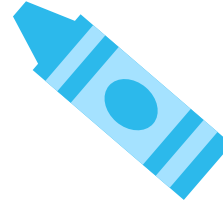
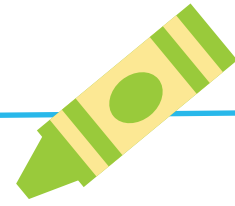
The activities and strategies explored throughout the session may be new to some grown-ups and kids. Among grown-ups, there will be varying levels of comfort with pretend play or interacting with kids in the silly and fun ways we suggest. You are there to help! As a facilitation team, your participation in and guidance during the activities will be critical to the success of the sessions. Particularly during the dramatic play activities, do not hesitate to jump in and play with families while gently encouraging the grown-ups to do the same. Facilitators should also acknowledge, support, extend and help families reflect on their experiences as they explore the activities.





# PREPARATION / MATERIALS

- ☐ Facilitator guide
- ☐ Laptop and accompanying cords and adapters
- ☐ LCD projector
- ☐ Large screen or blank wall
- ☐ Tablets for media center
- ☐ Charging cords for tablets
- ☐ Grown-up folder (one per grown-up)
- ☐ Grown-up guide (one per grown-up)
- ☐ Pencils or pens
- ☐ Chart paper and markers
- ☐ Nametags (enough for kids and grown-ups)
- ☐ PBS KIDS character stickers (enough for kids and grown-ups)
- ☐ Activity center prompt cards
- ☐ Picture schedule
- ☐ Bell or sound clip to signal transitions
- ☐ Toys: puppets, blocks, small cars, animals, stuffed toys, home play set, etc.
- ☐ Art materials: crayons and/or markers (all skin tones and colors), various colors of yarn and construction paper, stickers and other art decorations, glue sticks, paper plates
- ☐ Snack supplies
- ☐ Cleaning supplies
- ☐ First aid kit
- ☐ Refer to the Suggested Media and Books list for session video clips, apps and books



## SECTION 1: WELCOME

*This section provides tips for welcoming families individually to the session.*

**DO:** Welcome families individually as they come into the space. Show them where the nametags and markers are and the large rug where they will gather in a few minutes. Invite grown-ups to make a nametag and help their kids write their names and decorate their nametags. Encourage kids to take their grown-up's hand and walk together to explore the room. Ask them to sit on the rug when they are finished going around the room. Remind families to put their phones on silent during the session.

**DO:** Welcome families as they come to the rug.



## SECTION 2: Kids and Grown-ups Large Group

*This section is for group introductions and sharing the session schedule.*

**DO:** Introduce yourselves to the group and sing a welcome song. Choose a song that encourages kids to interact and/or incorporates kids' names. To maintain a routine, use the same song for each session.

**SAY:** *Welcome kids and grown-ups! I am so happy you're here with us today. We're going to play and learn together. First, I will tell you how we are going to do this.*

**DO:** Show the chart with the picture schedule.  
Name each section:

- ARRIVAL AND WELCOME
- LARGE GROUP
- VIDEO
- PLAY & LEARN TOGETHER IN CENTERS
- PLAYTIME FOR KIDS AND DISCUSSION TIME FOR GROWN-UPS
- LARGE GROUP
- GOODBYE AND GO HOME

**SAY:** *We will follow the same schedule each time you come. Some activities will be the same and some will be different. You will have many things to play, videos to watch and books to read. The grown-ups who are here with you today will also be playing and pretending with you. Grown-ups, you are important models for the kids. We will have time to discuss the activities and ideas we're exploring during our grown-ups conversation.*

**DO:** Invite everyone to move to the music—in their seats or on their feet if they choose. Use a song from the Suggested Media and Books list or choose your own. At the end of the video, invite anyone standing to be seated. Got to [pbskids.org/video](https://pbskids.org/video) and click on Songs (use anything.)

**SAY:** *I would like to share a short story with the help of some PBS KIDS friends who you will see on the screen.*



## SECTION 3: Large Group Media Moment-10 mins

*This section serves to demonstrate ways to engage children with PBS KIDS media. The sample script below is based on a video clip recommended on the Suggested Media and Books list. Adapt the script based on the video clip you choose to match the session theme. Sample scripts for the other sessions can be found in the Media Moment Script Examples document.*

### NOTE-Suggested Video Clips are at the end of the Session Activities

In this section you will be modeling strategies for engaging with media. You will pause the video as indicated below to facilitate conversations.

**DO:** Preview the video with a short summary.

**SAY:** *In this story, Daniel Tiger and his friend Katerina play trains. During our time together, you will have lots of time to play and learn with each other. Let's see how Daniel and his friends play.*

**DO:** Start the video Let's Play Train! and pause at 00:36. (Found in PBS LearningMedia)

**SAY:** *Which part of the train do you think goes first? (First, see if there are any comments from the kids then ask grown-ups to share.) Let's see what Daniel and Katerina choose.*

**DO:** Replay video from 00:36 to the end. Guide the kids to interact with the video clip as Daniel asks questions.

**SAY:** *Raise your hands if you like to play trains. What are some other things you like to play with your friends or family?*

### NOTE

Based on the group size and configuration, plan to direct families to the centers to ensure that each family has fair access to materials. Remind families that there are four centers and they may not get to all of them during the time.

**DO:** Prepare kids and grown-ups for the next section of the program, Play and Learn Together.





**SAY:** *Soon all the kids and grown-ups are going to play at different centers in the room. We have four centers.*

**DO:** Clearly point out the location of each center as you introduce them.

**SAY:** *Center 1 is the Media Center with videos and games. Center 2 is the reading center with books. Center 3 is the dramatic play center with puppets and dolls. Center 4 is the art center. Grown-ups, each center has a card to help you understand the activity. All facilitators are here to help you and will be available during this time.*

*Grown-ups, you and your children will have 20 minutes to explore the activity centers at your own pace. When I ring this bell once (demonstrate bell), that means you have two minutes to finish playing. When I ring it again, that means we will stop playing, and we will come back to the rug. Grown-ups, at that time you will follow [Facilitator's name] to have your grown-ups discussion.*



## SECTION 4: Play & Learn Together-60 mins

### (Kids and Grown-ups) 15 minutes at each center

*This section is for children and grown-ups to play in the centers.*

*Facilitators will be the time keepers to help families participate and transition between centers.*

**DO:**

Activities have been set at tables or on the rug, with enough space for 4-6 persons (children and grown-ups) to work comfortably.

**DO:**

Lead children and parents to centers. Walk around the room and assist families as they engage in the activities.

**DO:**

Ring bell after 13 minutes to signal the two-minute warning. At 60 minutes, ring the bell again to signal the end of Play and Learn Together.

CENTER	MATERIALS	SET-UP Two stations per activity	ACTIVITY Facilitators oversee centers
<b>CENTER 1: MEDIA</b>	Four tablets  Media: Refer to Suggested Media and Books list	2 tablets per station  Center prompt card  Preloaded media (suggested below), including the video from the Large Group Media Moment	Kids and grown-ups engage with the media together. See activity description below.
<b>CENTER 2: READING</b>	Books: Refer to Suggested Media and Books list	Books laid out on the rug, cover page up  Center prompt card	Grown-ups and kids will look at the pictures and/or read together.
<b>CENTER 3: DRAMATIC PLAY</b>  <b>ACT OUT OUR FEELINGS</b>	Puppets, dolls, home play set	Toys are in bins, preferably with accessible table  Center prompt card	Kids and grown-ups play together with the support of a facilitator. See activity description below.
<b>CENTER 4: ART</b>	Construction paper of various colors, different colored yarn, glue sticks, tape, crayons, markers, scissors, etc.	Small table with art materials available  Center prompt card	Kids and grown-ups work independently. See activity description below.



## SECTION 4: Play & Learn Together

### SESSION 1 CENTER ACTIVITIES-Self Awareness

#### Media Center

*Daniel Tiger's Neighborhood* **Game: Guess the Feeling** (on the PBS KIDS Games App)  
Encourage families to talk about the different feelings they see in the game. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### NOTE

Preload the devices with **Guess the Feeling** game from [pbskids.org](http://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

The **Reading Center Prompt Card** provides suggestions for how families can engage with the books.

#### Dramatic Play Center

*Acting Out Our Feelings*

At this center, grown-ups and children will practice acting out feelings with their faces and bodies. Encourage children and grown-ups to use the small hand mirrors to see themselves making the same faces as the characters. The **Acting Out Our Feelings Prompt Card** provides instructions for families.

#### NOTE

A facilitator can be at this center to model the games and encourage families to play.

#### Art Center

*When I Feel...*

At this center, grown-ups and children will create drawings of what they do when they feel different ways. English and Spanish versions of the *When I Feel* printable are on PBS Learning-Media. The printable provides instructions for families.





# The Reading Center

- Read the book and look at the pictures.
- Talk about the story and what you see on some of the pages. Ask questions like:

*What's happening in this picture?*

*What are the characters doing?*

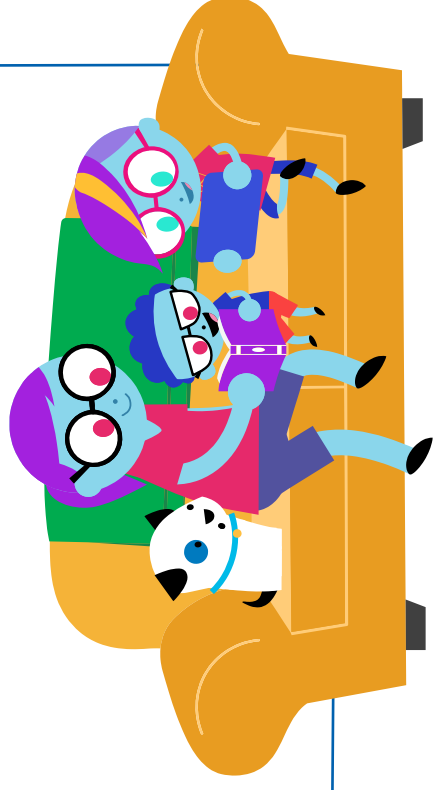
*How are the characters feeling?*

- Help your child make connections between the story and their own experiences. Ask questions like:

*Do you remember a time when this happened to you?*

*How did you feel?*

*What did you do?*







# Acting Out Our Feelings

- 1) Have your child choose a feeling card from the deck.
- 2) Ask your child about the feeling that they see on the card and say what it is.
- 3) Ask your child questions about the feeling they see.
- 4) Look in the mirror together to compare your faces to the character's face.

*Do you look the same?*

*If not, what can you do to show the same feeling?*





# Feelings

happy



sad



excited



angry



scared



surprised



proud



embarrassed



worried



annoyed



frustrated



jealous



For more resources, visit [pbslearningmedia.org](http://pbslearningmedia.org)

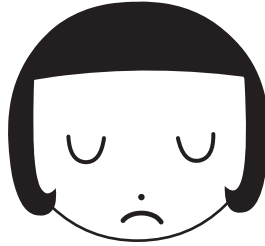


# Feelings

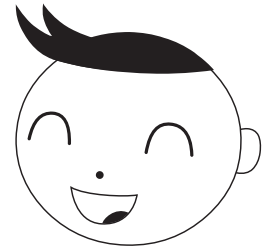
**happy**



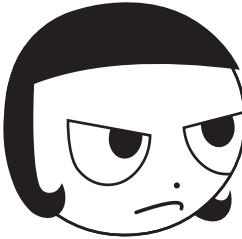
**sad**



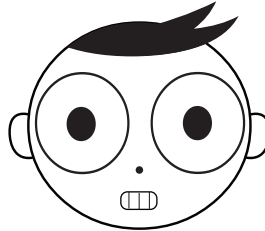
**excited**



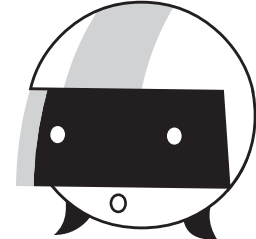
**angry**



**scared**



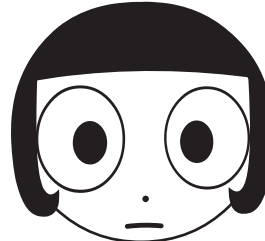
**surprised**



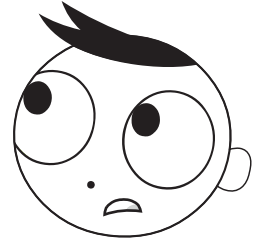
**proud**



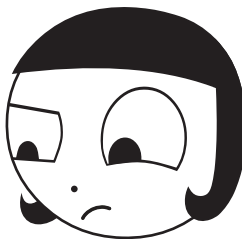
**embarrassed**



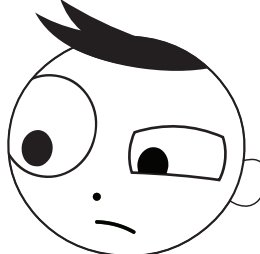
**worried**



**annoyed**



**frustrated**



**jealous**



For more resources, visit [pbslearningmedia.org](https://pbslearningmedia.org)

Fold here

Here's a drawing  
of what helps me  
when I feel scared.

When I feel scared, it helps me  
when I...



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(Name)



When I Feel...

Here's a drawing  
of what I do  
when I feel  
happy.

When I feel happy, I like to...

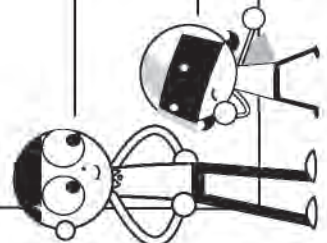


Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)

Fold here

Here's a drawing of  
of what helps me  
when I feel sad.

When I feel sad, it helps when I...



Find more games and activities at [pbskidsforparents.org](http://pbskidsforparents.org)

Here's a drawing of  
what helps me when I  
feel mad.

When I feel mad, it helps when I...



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# **Session 1: Self–Awareness**

## **VIDEO CLIPS**

- Spanish Me, English Me (Sesame Street)
- Everyone Is Different (Splash and Bubbles)
- Similar, But Not Identical! (Elinor Wonders Why)
- Daniel’s New Hairstyle (Daniel Tiger’s Neighborhood)
- Song and Dance: Happy to Be Me (Sesame Street)
- Donkey’s Bad Day (Donkey Hodie)

## **APPS**

- Daniel Tiger’s Neighborhood: Guess the Feeling
- Daniel Tiger’s Neighborhood: Daniel and His Friends Storybook

## **BOOKS**

- The Way I Feel, by Janan Cain
- Alma and How She Got Her Name, by Juana Martinez Neal
- Be Who You Are, by Todd Parr
- Layla’s Happiness, by Mariahadessa Ekere Tallie
- Glad Monster, Sad Monster, by Ed Emberley



## SECTION 4: Play & Learn Together

### SESSION 2 CENTER ACTIVITIES-Self Regulation & Impulse Control

#### Media Center

##### **The Cookie Games** (on PBS KIDS Games App)

Encourage families to discuss how Cookie Monster is feeling and what he is doing as they play. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### **NOTE**

Preload the devices with The Cookie Games from [pbskids.org](http://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

The Reading Center Prompt Card provides suggestions for how families can engage with the books.

#### Dramatic Play Center

##### *Calm Body, Silly Body*

At this center, grown-ups and children will play a version of Red Light, Green Light. Encourage families to use the puppets as part of the game. The **Calm Body, Silly Body Prompt Card** provides instructions for families.

#### **NOTE**

A facilitator can be at this center to model the games and encourage families to play.

#### Art Center

##### *Sculpting Feelings*

At this center, grown-ups and children will show different feelings using clay to sculpt faces from the *How Are You Feeling?* poster. English and Spanish versions are also available on PBS LearningMedia. Families can sculpt their feelings on the Sculpting Feelings template. The **Sculpting Feelings Prompt Card** provides instructions for families.





# Calm Body, Silly Body

- The grown-up starts the game as the leader. Kids will be the players.
- Explain that when you say calm body, kids will keep their bodies as calm and still as they can. Practice calm body.
- Explain that when you say silly body, kids will all move their bodies. They can wiggle in their seats or on their feet. Practice silly body.
- Play the game by calling out silly body or calm body. See if you can make the game harder by going faster.
- Let kids try being the caller when they are ready.







# Sculpting Feelings

- Look at the pictures of characters showing different feelings.
- With your child, discuss what feelings you see in the pictures.  
*What feeling is the character showing?*  
*How do you know he is \_\_\_\_\_?*  
*Why do you think he is feeling \_\_\_\_\_?*
- Have your child use the clay to make the same feelings or new feelings on the face template.
- Let kids take the lead as they sculpt the feelings.  
Ask questions like:  
*How can you make the eyes look mad?*  
*How can you make the mouth look sad?*  
*Why is the face sad?*
- Help your child write the feelings under each face.

## **Session 2: Self-Regulation and Impulse Control**

### **VIDEO CLIPS**

- Tiny's Calm Space (Dinosaur Train)
- Not Yet (Sesame Street)
- What Do You Do with That Mad You Feel? (Daniel Tiger's Neighborhood)
- Song and Dance: Revealing Emotions Song (Sesame Street)
- Two-Headed Monster Takes Turns (Sesame Street)
- The Waiting Game (Donkey Hodie)

### **APPS**

- Sesame Street: The Cookie Game

### **BOOKS**

- "Cookies" A Frog and Toad story from Frog and Toad Together by Arnold Lobel
- My Mouth is a Volcano by Julia Cook
- Mouse Was Mad by Linda Urban
- Harriet Harris, You'll Drive Me Wild by Mem Fox
- Sometimes I'm Bombaloo by Rachel Vail
- Katerina Gets Mad, A Daniel Tiger's Neighborhood Digital Book



## SECTION 4: Play & Learn Together

### SESSION 3 CENTER ACTIVITIES-Confidence

#### Media Center

**Daniel Tiger's Classroom Helpers** (On PBS KIDS Games App)

Encourage families to talk about how they are helping Daniel and his friends as they play the game. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### NOTE

Preload the devices with Daniel Tiger's Classroom Helpers game from [pbskids.org](http://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

The Reading Center Prompt Card provides suggestions for how families can engage with the books.

#### Dramatic Play Center

*Confidence Simon Says*

At this center, grown-ups and children will play a version of Simon Says.

The **Confidence Simon Says Prompt Card** provides instructions for families.

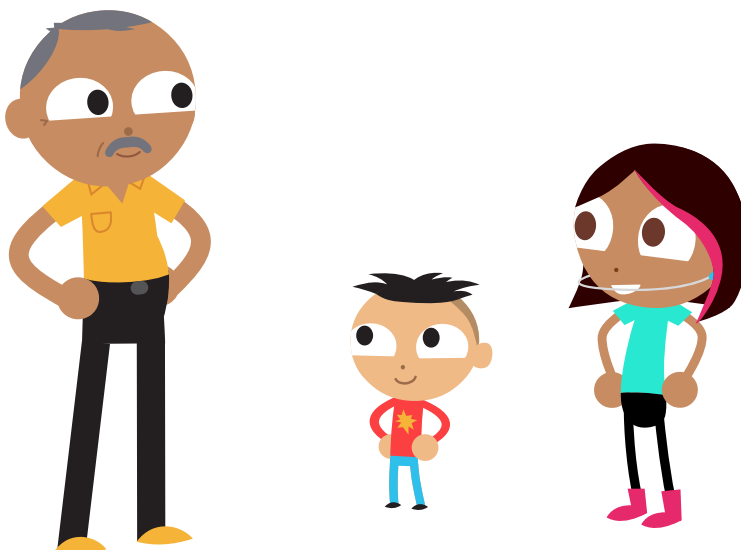
#### NOTE

A facilitator can be at this center to model the games and encourage families to play

#### Art Center

*Confident Caterpillar*

At this center, grown-ups and children will create a Confident Caterpillar. The **Confident Caterpillar Prompt Card** provides instructions for families.





# Confidence Simon Says

Have fun playing this version of Simon Says!

- To start the game, the grown-up is Simon, and kids are the players (followers).

Describe an action using the words “I’m confident I can....”

For example:

*I am confident I can touch my toes.*

*I am confident I can jump on one foot.*

*I am confident I can wiggle my fingers.*

Sometimes describe an action without including “I’m confident I can....”

*I can touch the top of my head.*

*I can wave an arm in the air.*

The idea is for kids to **REPEAT** Simon’s actions when you say, “I’m confident I can....”

But they **DON’T REPEAT** Simon’s actions when you only give the action without the magic words, “I’m confident I can....” such as, “I can touch my toes.”

- Let your child try being Simon when they are ready.





# The Confident Caterpillar



- Have your child choose 4 to 6 strips of construction paper.
- Talk about a couple of things they want to learn—zipping a coat, sleeping in their own bed, feeding the cat, sharing toys, or something else. These should be things they are still practicing but can master soon. Remind them that with practice, they will get better.
- With your child, write down one separate goal on each strip of paper. Leave room for stickers or dots to be placed on each strip.
- Leave one strip of paper blank. This will be the head of the caterpillar that your child will decorate later.
- Take each strip of paper and connect the two ends to make a loop. The side with the writing should be facing outward. Use a dot of glue, tape, or a staple to hold the ends together.
- Do the same thing with another strip of paper and link it to the first loop. Keep doing this with all of the strips of paper until you have a chain.
- Let your child decorate the head of the caterpillar using the final strip of paper and link it to the other loops.

Explain to your child that every time they zip their coat by themselves or practice one of the goals on the caterpillar body, they can put a sticker or dot on the part of the caterpillar with that goal.

Are there any stickers you can put on the caterpillar today?

Each time three stickers or three dots are on a part of the caterpillar, celebrate the goal by doing something special! Add new goals to your caterpillar by repeating the steps above.

## **Session 3: Self-Confidence**

### **VIDEO CLIPS**

- Gymnastic Tryouts (Arthur)
- Sandcastle Competition (Pinkalicious & Peterrific)
- Evan Lysacek: Confidence (Sesame Street)
- Tail Sock (Jelly, Ben, and Pogo)
- Song and Dance: Count Me In (Sesame Street)
- The Fastest Fetcher (Donkey Hodie)

### **APPS**

- Daniel Tiger's Neighborhood: Daniel Tiger's Classroom Helpers

### **BOOKS**

- Giraffes Can't Dance by Giles Andreae
- Hair Love, by Matthew A. Cherry
- The Day You Begin by Jacqueline Woodson
- All by Myself by Mercer Mayer
- Big Enough to Help (a Daniel Tiger book) by Becky Friedman



## SECTION 4: Play & Learn Together

### SESSION 4 CENTER ACTIVITIES-Empathy & Compassion

#### Media Center

**Elmo's School Friends** (on PBS KIDS Games App)

Encourage families to discuss how Elmo helps his friends talk about their feelings and solve their problems. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### Reading Center

The Reading Center Prompt Card provides suggestions for how families can engage with the books.



#### NOTE

Preload the devices with **Elmo's School Friends** game from [pbskids.org](http://pbskids.org) or the PBS KIDS Games app.

#### Dramatic Play Center

*Guess the Feelings*

At this center, grown-ups and children will practice guessing feelings. Encourage children and grown-ups to use the small hand mirrors to see themselves making the same faces as the characters. The **Guess the Feeling Prompt Card** provides instructions for families.

#### NOTE

A facilitator can be at this center to model the games and encourage families to play.

#### Art Center

*Make a Card for Someone Special*

At this center, children will make a card for someone special. Encourage families to help their child think about the recipient of their card and a short message to write. Remind grown-ups to let their children take the lead on decorating their cards. The **Make a Card for Someone Special Prompt Card** provides instructions for families.





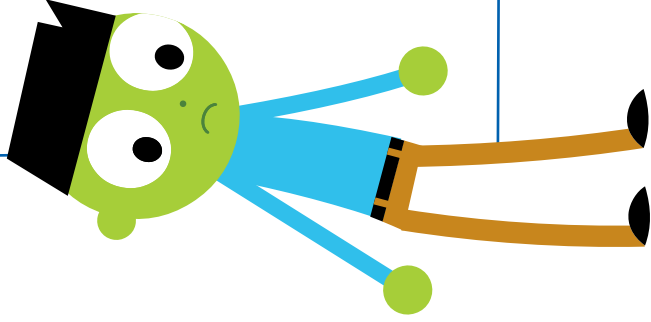
# Guess the Feelings

- Show a feeling (happy, mad, sad, etc.) using only your face and bodies.
- Kids will try to guess the feeling their grown-up is showing.
- Use words to describe the feeling you are showing. "I feel excited!"
- Model ways to talk about your feelings.

*"I feel excited because tomorrow I am going to the park with my friends!"*

*"I feel sad because I lost my favorite truck."*

- Kids can try making the same feeling with their faces and bodies.
- Look in the mirror to see yourselves.







# Make a Card for Someone Special

Making a card is a special way to show you care about friends and family.  
Take time to make a card for someone special.

- 1) Help your child fold a piece of paper in half.
- 2) Help your child think about who will be receiving the card.  
*Did the person do something special?*  
*Is it the person's birthday?*  
*Is the person sick?*  
*How do you want the person to feel when they receive your card?*
- 3) Help your child write a short message.  
Talk about the feeling words you can write on the card.
- 4) Ask your child to draw a picture on the card.



## **Session 4: Compassion and Empathy**

### **VIDEO CLIPS**

- Song and dance: Baile (Sesame Street)
- Who Doesn't Like Glitter (Pinkalicious & Peterrific)
- Alma on Ice (Alma's Way)
- Tank and the Herd (Dinosaur Train)
- Elmo and Abby Cooperate (Sesame Street)
- Alma's Movie Night (Alma's Way)

### **APPS**

- Sesame Street: Elmo's School Friends
- Daniel Tiger's Neighborhood: Birthday Buddy

### **BOOKS**

- Have You Filled a Bucket Today? by Carol McCloud (Author) and David Messing (Illustrator)
- Chrysanthemum by Kevin Henkes
- How Kind! by Mary Murphy
- Daniel Chooses to Be Kind, by Rachel Kalban
- Hug, by Jez Alborough



## SECTION 4: Play & Learn Together

### SESSION 5 CENTER ACTIVITIES-Friendship

#### Media Center

##### **Daniel Tiger's Tea Party** (On PBS KIDS Games App)

Encourage children and grown-ups to talk about the choices they are making as they play the game. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### Reading Center

The Reading Center Prompt Card provides suggestions for how families can engage with the books.

#### NOTE

Preload the devices with the Daniel Tiger's Tea Party game from [pbskids.org](https://pbskids.org) or the PBS KIDS Games app.

#### Dramatic Play Center

##### *Making New Friends: Practicing Meet and Greet*

At this center, grown-ups and children will practice meeting and introducing themselves to new friends. The **Making New Friends Prompt Card** provides instructions for families.



#### NOTE

A facilitator can be at this center to model the games and encourage families to play

#### Art Center

##### *Handprint Fish Friends Puppets*

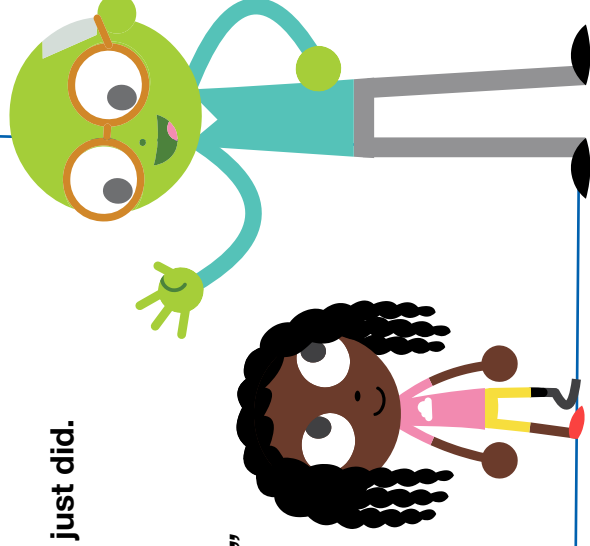
At this center, grown-ups and children will make handprint fish puppets that they can use in pretend play. The **Fish Friends Handprint Puppet Prompt Card** provides instructions for families.





# Making New Friends: Meet and Greet

- 1) Let's pretend we are on the playground and meet someone new.
- 2) Ask your child to choose a puppet or stuffed toy and decide on its name.
- 3) Hold the puppet and pretend you are meeting your child for the first time.  
Model the language to use:  
*"Hello, (your child's name). My name is \_\_\_\_\_. I am glad to meet you."*
- 4) Ask your child to practice greeting the puppet in the same way you just did.  
Model again if they forgot the friendly greeting.
- 5) Encourage your child to practice greeting your new friend:  
*"Hello, \_\_\_\_\_. My name is \_\_\_\_\_. I am glad to meet you."*
- 6) Make a positive comment on your child's friendly greetings:  
*"That was a nice friendly voice you used to say hello."*





# Fish Friends Handprint Puppets

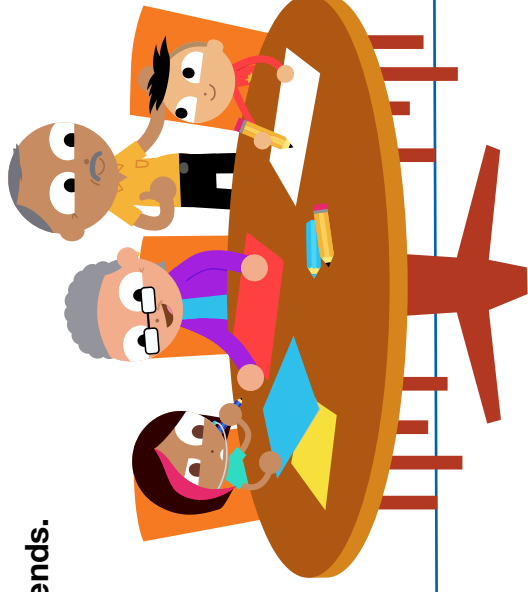
- You and your child each choose a piece of paper. Any color will work!
- You each trace your hand on your piece of construction paper and then cut out the handprints. You may need to help your child with this.
- Both of you get to be creative and decorate your handprints to look like fish.
- Then paste a popsicle stick on the back of each fish. Write your names on the back.
- Ask your child to describe their fish to you (and you describe yours, too!)
- Act out a story! Your fish meet each other and become friends.

*What do they say to each other?*

*How do your fish talk?*

*How do they swim?*

*What do they like to do together?*



## **Session 5: Friendship**

### **VIDEO CLIPS**

- You Can Never Have Too Many Friends (Splash and Bubbles)
- Same Different (Sesame Street)
- Sharing Song (Sesame Street)
- Best Friends Day (Donkey Hodie)
- Floataway Squee (Jelly, Ben & Pogo)
- A Friend Just Wants to Play with You (Daniel Tiger's Neighborhood)

### **APPS**

- Daniel Tiger's Neighborhood: Daniel Tiger's Tea Party
- Daniel Tiger's Neighborhood: Guess the Feeling
- Sesame Street: Elmo's School Friends
- Donkey Hodie: Art Pals

### **BOOKS**

- Ice Cream, a story from Frog and Toad All Year by Arnold Lobel
- Yo! Yes? by Chris Raschka
- Big Al by Andrew Clements Yoshi
- Bear's New Friend by Karma Wilson
- Moo Hoo by Candace Ryan



## SECTION 4: Play & Learn Together

### SESSION 6 CENTER ACTIVITIES-Responsibility

#### Media Center

##### **Help Our Kelp** (On PBS KIDS Games App)

In this game, Tidy needs help cleaning up the ocean floor. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

##### **Neighborhood Clean Up** (Digital Story-access online only at [pbskids.org/daniel/stories/neighborhood-clean-up](https://pbskids.org/daniel/stories/neighborhood-clean-up))

In this story, Daniel and his friends help to clean up the playground. Daniel learns about his responsibility to help keep his neighborhood clean and free of trash.

#### NOTE

Preload devices with the **Help Our Kelp** game and the **Neighborhood Clean Up** digital story from [pbskids.org](https://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

At this center, grown-ups and children will look at books together. The **Reading Center Prompt Card** provides suggestions for how families can engage with the books.

#### Dramatic Play Center

##### *Being Responsible*

At this center, grown-ups and children will think about the steps needed to complete a task. The **Being Responsible Prompt Card** provides instructions for families.

#### NOTE

A facilitator can be at this center to model the games and encourage families to play

#### Art Center

##### *Responsibilities Checklist*

At this center, grown-ups and children will think about a family routine, like getting ready for school or going to bed. They will make a checklist of the responsibilities needed to complete the task and discuss ways they can be helpers. The **Responsibilities Checklist Prompt Card** provides instructions for families.





# Being Responsible

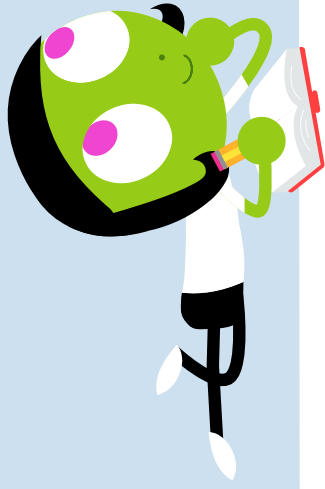
- 1) Ask your child to choose a puppet or stuffed toy and decide on its name.
- 2) It's time to pretend! Think about something the puppet needs to do, like clean the bedroom, get ready for school or recycle the trash.
- 3) Hold the puppet and pretend you want to do a chore.  
Model the language to use (choose one example):
  - a) "Hello, (your child's name). My name is \_\_\_\_!  
*I want to clean my room. What do I need to do?"*
  - b) "Hello, (your child's name). My name is \_\_\_\_!  
*I have to get ready for school. What do I need to do?"*
  - c) "Hello, (your child's name). My name is \_\_\_\_!  
*I want to clean up my neighborhood. What do I need to do?"*
- 4) Have your child talk to the puppet and name some of the steps involved in cleaning the room.  
"Hello, (puppet's name). First you need to put your toys away in the bin.  
Then you have to make your bed. I can help you."





# Responsibilities Checklist

- 1) Help your child think about a routine at home, like getting ready in the morning, preparing for dinner or going to bed.
- 2) Divide a piece of paper into three columns (refer to the example).
- 3) Discuss the steps of one of the routines. For example, the morning routine may include the tasks: going to the bathroom, eating breakfast and brushing your teeth.
- 4) Help your child show the steps for the routine by drawing a picture or using a sticker for each step (refer to the example).
- 5) Discuss each step. Talk about how you and other family members can be helpers for each step of the routine.
- 6) Explain to your child that you will use the checklist as a reminder of their responsibilities. Show them how to put a checkmark (or sticker) next to each step when they complete their responsibilities.



# Session 6: Responsibility

## VIDEO CLIPS

- That's Cooperation! (Sesame Street)
- Floataway Squee (Jelly, Ben & Pogo)
- Looking for Litter (Alma's Way)
- The Pokey Plant Plant Day! (Elinor Wonders Why)
- Song and Dance: Together We Can Get It Done (Sesame Street)

## APPS

- Splash and Bubbles: Help Our Kelp
- Sesame Street: Abby and Elmo's Potty Plan
- Daniel Tiger's Neighborhood: Classroom Helpers

## BOOKS

- Frederick by Leo Leonni
- I Just Forgot by Mercer Mayer
- How Do Dinosaurs Clean Their Room? by Jane Yolen
- Good People Everywhere by Lynea Gillen (Author) and Kristina Swarner (Illustrator)
- What If Everybody Did That? by Ellen Javernick



## SECTION 4: Play & Learn Together

### SESSION 7 CENTER ACTIVITIES-Courage

#### Media Center

**Doctor Daniel** (online only at [pbskids.org/daniel/games/doctor-daniel](https://pbskids.org/daniel/games/doctor-daniel)) **OR** use **Daniel Tiger At the Dentist** on the PBS KIDS Games App)

Going to the doctor can be scary. When children pretend to be the doctor, they're in charge. That makes it easier to manage their worries and emotions when they have to be the patient. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### NOTE

Preload the devices with the **Doctor Daniel** game from [pbskids.org](https://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

At this center, grown-ups and children will look at books together. The **Reading Center Prompt Card** provides suggestions for how families can engage with the books.

#### Dramatic Play Center

*Being Brave*

At this center, grown-ups and children will explore ways to overcome fears. The **Being Brave Prompt Card** provides instructions for families.

#### NOTE

A facilitator can be at this center to model the games and encourage families to play.



#### Art Center

*Courage Cards*

At this center, grown-ups and children will talk about what makes them feel brave when they are scared. Children will make “courage cards” with drawings of things that give them courage to face their fears or new situations. The **Courage Cards Prompt Card** provides instructions for families.





# Being Brave

- 1) Ask your child to choose a puppet or stuffed toy and give it a name.
- 2) Tell your child about something that used to scare you as a child (for example, a visit to the doctor, sirens, thunder).  
Ask for their advice:  
*"What do you think I could have done to make myself feel less afraid?"*  
Listen to their responses.
- 3) It's time to pretend! Introduce the puppet or stuffed toy.  
*"Hello, [your child's name]. My name is \_\_\_\_\_."*

- 4) Ask your child what the animal could be afraid of. Then have the toy ask for advice:  
*"I am SCARED. Today I have to go to the doctor."*  
*How can I make myself feel less afraid?"*  
  
Have your child offer ideas (such as cuddling with mom or dad or singing a favorite song).  
Have the toy act out some of the advice and report how it feels:  
*"I can sing a song about going to the doctor. Now I feel better! Thank you!"*





# Courage Cards

- Ask your child:

*“What helps you feel brave when you are scared?”*

They might have one or more ideas--a flashlight, a favorite stuffed animal, or having a family member nearby, for example.

- Write down your child's ideas. Repeat them back to your child.
- Ask your child to draw pictures on the index cards of the things that help them feel brave.
- Write labels on the cards.
- Talk about when you both might want to look at the cards as a reminder to be brave.

## **Session 7: Courage**

### **VIDEO CLIPS**

- The Fireworks Are Scary (Daniel Tiger's Neighborhood)
- Alma the Artist (Alma's Way)
- Super Duper Sleepover/Mountain Climb Time (Donkey Hodie)
- Song and Dance: As Long As I'm With You (Alma's Way)
- Ziplining (Dinosaur Train)
- When Something Is New (Daniel Tiger's Neighborhood)

### **APPS**

- Peg + Cat: Super Peg + Cat Guy
- Daniel Tiger's Neighborhood: Doctor Daniel
- Sesame Street: The Cookie Games

### **BOOKS**

- Jabari Jumps by Gaia Cornwall
- A Chair for My Mother by Vera B. Williams
- The Thing Lou Couldn't Do by Ashley Spires
- Peep, A Little Book About Taking a Leap by Maria van Lieshout
- The Little Yellow Leaf by Carin Berger
- Daniel Visits the Doctor By Becky Friedman



## SECTION 4: Play & Learn Together

### SESSION 8 CENTER ACTIVITIES-Perserverance & Task Persistence

#### Media Center

##### **Donkey's Froyo Stand** (on PBS KIDS Games App)

Donkey Hodie is serving frozen yogurt treats to her pals, and she needs help! In this game, children follow steps to complete customers' orders. As they play, children practice following a plan and being persistent. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

#### **NOTE**

Preload the devices with the Donkey's Froyo Stand game from [pbskids.org](http://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

At this center, grown-ups and children will look at books together. The **Reading Center Prompt Card** provides suggestions for how families can engage with the books.

#### Dramatic Play Center

##### *Adventures in Someplace Else*

Meet Donkey Hodie and her friends Purple Panda, Bob Dog and Duck Duck.

Use the puppets to act out a story about their adventures in their world of Someplace Else.

The **Dramatic Play Center Prompt** provides instructions for families.

#### **NOTE**

A facilitator can be at this center to model the games and encourage families to play

#### Art Center

##### *Encouragement Flags*

At this center, grown-ups and children will make encouragement flags they can use at home.

The **Encouragement Flags Prompt Card** provides instructions for families.

#### **NOTE**

Make copies of the Encouragement Flag decorations for families to use at the center.





# Adventures in Someplace Else

You can create puppets of Donkey and her pals and play about their adventures in Someplace Else, or you can make up your own stories.

**Hee-hawesome!**

## Materials:

- Printouts of Donkey Hodie, Purple Panda, Bob Dog, Duck Duck, and props
- Scissors
- Recyclables: cardboard tubes or craft sticks
- Tape or glue

## Directions:

1. Print the pages of characters and props.
2. Use scissors to cut out each item.
3. Tape or glue a character to a cardboard tube or craft stick. Use one tube or stick for each character.
4. You can use the props with the characters when playing with the puppets.



Sample Puppet



**Find more games and activities at [pbskids.org/donkeyhodie](https://pbskids.org/donkeyhodie)**



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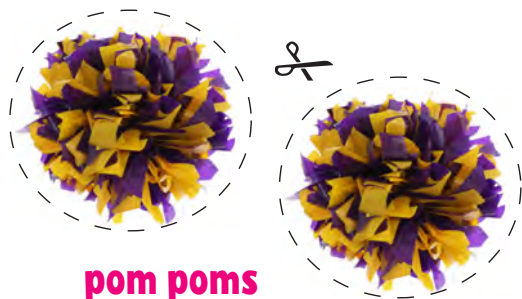
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# Donkey Hodie Puppet and Props



**pom poms**



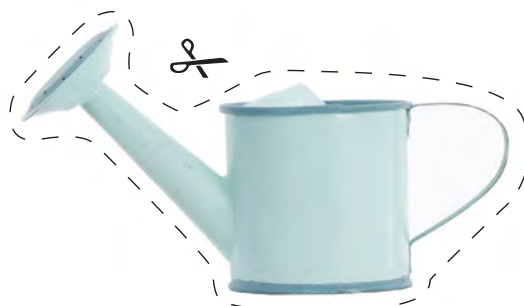
**binoculars**



**maracas**



**Donkey Hodie**



**watering can**

**Find more games and activities at [pbskids.org/donkeyhodie](https://pbskids.org/donkeyhodie)**



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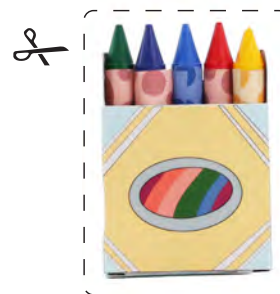




# Purple Panda Puppet and Props



**Purple Panda**



**crayons**



**Super Porcupine lunchbox racer**



**purple tulip**

Find more games and activities at [pbskids.org/donkeyhodie](https://pbskids.org/donkeyhodie)



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# Bob Dog Puppet and Props



**bone**



**Bob Dog**



**bouncy ball**



**disco ball**

**Find more games and activities at [pbskids.org/donkeyhodie](https://pbskids.org/donkeyhodie)**



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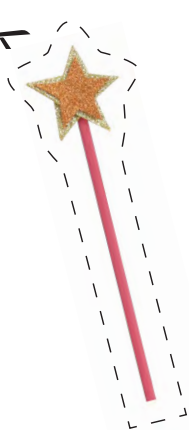
# Duck Duck Puppet and Props



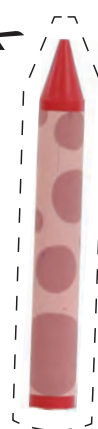
**magic book**



**Duck Duck**



**magic wand**



**crayon**

**Find more games and activities at [pbskids.org/donkeyhodie](https://pbskids.org/donkeyhodie)**



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# Encouragement Flags

## Lesson Summary

**Estimated Time: 25 minutes**

Donkey Hodie and Purple Panda try to climb to the top of Mt. Really High Up. Faced with frustration and obstacles, the friends encourage each other to keep going and celebrate the progress they have made. You can foster encouragement in your class by making encouragement flags to remind students to keep trying, just like Donkey Hodie.

### This lesson will help students to:

1. With examples and a definition from the teacher, contribute to a group discussion on the feeling of frustration.
2. With guidance from the teacher, students will talk about a time when they felt frustrated because they couldn't do something they wanted to do.
3. Practice using scissors, markers, crayons, or colored pencils.
4. Practice media literacy skills by preparing to watch, making observations while viewing, and reflecting on the theme of the clip.

### Media Resources

- DONKEY HODIE media clip, "Mountain Climb Time"

### Materials

- ☐ Paper plates (one per student)
- ☐ Pre-cut flag templates (as many as you need)
- ☐ Markers, crayons, or colored pencils
- ☐ Blunt-tip scissors (one per student)
- ☐ Wooden dowels or paper straws (one per student)
- ☐ Tape
- ☐ Glue
- ☐ Donkey Hodie template or cut-out characters

Find more classroom activities at [pbslearningmedia.org](https://pbslearningmedia.org)



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# Encouragement Flags

## Lesson Activity

### TALK

Young children often feel frustrated when they can't do something yet. You might want to start with an open discussion to have students share, if they can, a time they felt frustrated. Examples could include: putting on shoes independently, writing their name, counting up to 10, or other examples that take into consideration students with varying abilities. Then, ask who helped them or what they did to finally be able to do that task. Have children talk in pairs or connect in a large group.

### WATCH

Media - video, songs, digital games, and interactives - are great learning tools! Helping children prepare to watch a video is simple! Do a senses check. "Donkey Hodie has ears for listening; are our ears ready to listen? Are our eyes ready for watching the show? Are our bodies calm and ready to learn? Then hee-haw, we are ready!"

#### **We Will See...**

Engage your students and ask them to look or listen for something specific while they watch the video. Share, "In this video, let's look for how Donkey Hodie and Purple Panda feel when they can't make it to the top of Mt. Really High Up, and how they encourage each other."

#### **Hee-haw, We Saw...**

Take a few minutes for children to recall, connect, and learn how they can apply what they saw in the Donkey Hodie media clip. Some conversation starters might be, "How did Donkey Hodie and Purple Panda help each other?" Then, ask them questions like, "Have you ever felt disappointed when you couldn't do something? Did someone help you learn to do it? What did that person do? If no one helped you, what did you do to keep trying or to encourage yourself?"

Find more classroom activities at [pbslearningmedia.org](https://pbslearningmedia.org)



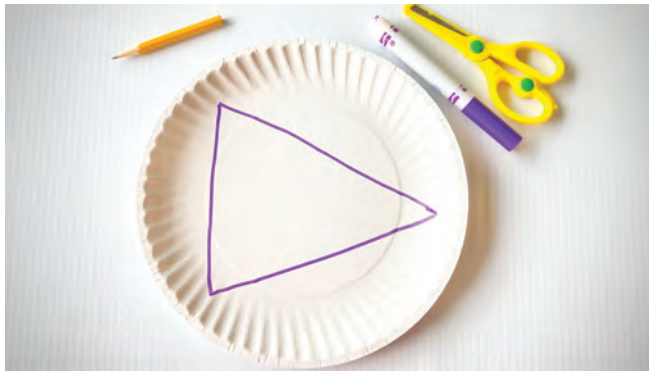
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# Encouragement Flags

## Explore: Create Encouragement Flags

1. Provide each student with a paper plate with a flag outline pre-drawn in the center. You might consider using a triangle like Grampy Hodie!
2. Encourage your students to practice cutting independently with blunt-tip scissors. As needed, help the students cut the flag out.



3. Have examples of positive messages the students can trace or copy onto their flags. For example, "You can do it!"; "Well Done"; "Way to go!" or Donkey Hodie's favorite - "Hee-hawesome!"

4. Using markers, crayons, or colored pencils, encourage students to express their creativity and decorate their flags. A sample idea to share that shows empowerment is Donkey Hodie climbing with Purple Panda. Make available the printable Donkey Hodie character images the students can use as they like.



5. Students can try to independently attach the flag to the paper straw or wooden dowel with the tape.
6. Keep the flags in the classroom and celebrate with them when a student achieves a milestone or shows perseverance.

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# Encouragement Flags

## Extend the Learning

### Encouragement for Everyone

All students will join in the fun by adapting the craft for those with varying abilities. You might consider pre-cutting the flags, or providing limited color choices with the preference of markers, pencils, or crayons. You could offer the video before the class activity so students can watch ahead of time or on their own devices.

### Virtual Learning Tip

Children can create their flags at home with everyday household materials, like a paper plate or cereal box. Encourage them to share their flags during their virtual class sessions and use their flags whenever they need encouragement.

## SHARE

### Community Connection:

Here are some ways to help children make connections to the wider community:

- ☐ Create encouragement flags for the community helpers in your neighborhood.
- ☐ Arrange an educator-led video call with a community helper to present an encouragement flag for them.
- ☐ Ask the community helper to share a time they felt frustrated when they couldn't do something yet, and how they persevered.

### School-Wide Campaign:

You can show your students how they can make a difference at a school-wide level and expand the program beyond your classroom. Here are some suggested activities:

- ☐ Present encouragement flags to peers and teachers across the school.
- ☐ Share this story in your school's e-newsletter, during the morning announcements, or through other communication strategies so that you reach parents, caregivers, and the larger community.

Find more classroom activities at [pbslearningmedia.org](https://pbslearningmedia.org)





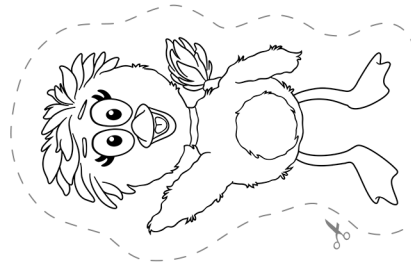
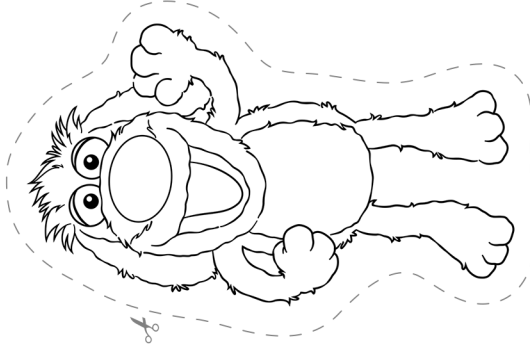
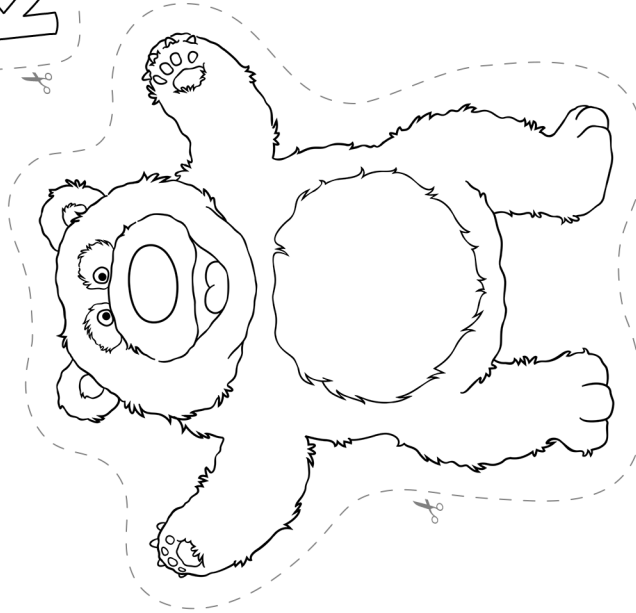
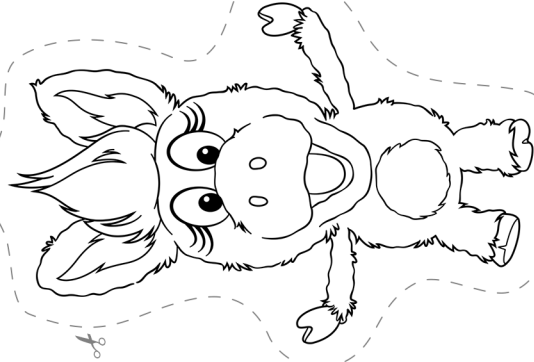


# Encouragement Flag Decorations

Believe it!

Keep trying!

Hee-hawesome!



Find more games and activities at [pbskids.org/donkeyhodie](https://pbskids.org/donkeyhodie)



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# Encouragement Flags

- **Ask your child:**

*Have you ever felt disappointed when you couldn't do something?*

*Did someone help you learn to do it?*

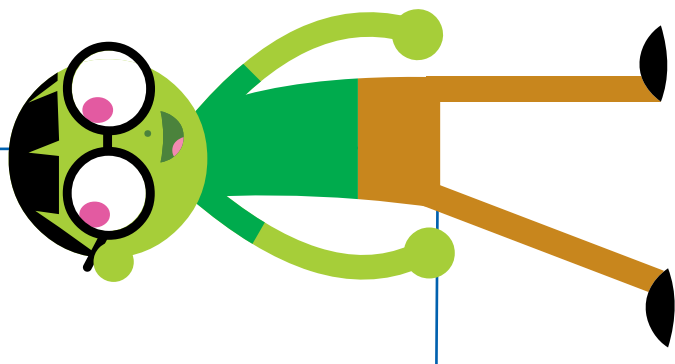
*What did you do to keep trying or to encourage yourself?*

- **Write down your child's ideas. Repeat them back to your child.**

- **Ask your child to decorate an encouragement flag they can use as a reminder to themselves to keep trying.**

- **With your help, they can cut out and use the Donkey Hodie decorations or make their own.**

- **Talk about when you both might want to use the flag as a reminder to keep trying.**



## **Session 8: Perseverance and Task Persistence**

### **VIDEO CLIPS**

- I Tried (Try Again) (Sesame Street)
- Song and Dance: Bruno Mars: Don't Give Up (Sesame Street)
- Hoof Dancing (Donkey Hodie)
- Encouragement Flags (Donkey Hodie)
- Beatbox Big Time (Alma's Way)

### **APPS**

- Donkey Hodie: Donkey's Froyo Stand
- Alma's Way: Party at Alma
- Alma's Way: Bop or Pop!
- Donkey Hodie: Speedy Delivery

### **BOOKS**

- What Do You Do With an Idea? by Kobi Yamada
- Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson
- I Believe I Can by Grace Byers
- Amy Wu and the Perfect Bao by Kat Zhang
- The Day You Begin by Jacqueline Woodson



## SECTION 4: Play & Learn Together

### SESSION 9 CENTER ACTIVITIES-Gratitude

#### Media Center

##### Make a Card

The prompt card provides instruction for the game. Encourage children to create a card for someone they care about. The **Media Center Prompt Card** provides suggestions for how families can engage with the media.

##### Daniel Tiger's Tea Party-Do Daniel Tiger Neighbor Day on the PBS KIDS Games App Instead

Also, Daniel Tiger Make A Card online at [pbskids.org/daniel/games/make-a-card](https://pbskids.org/daniel/games/make-a-card)

#### NOTE

Preload the devices with the Daniel Tiger's Tea Party game and Make a Card game from [pbskids.org](https://pbskids.org) or the PBS KIDS Games app.

#### Reading Center

At this center, grown-ups and children will look at books together. The **Reading Center Prompt Card** provides suggestions for how families can engage with the books.

#### Dramatic Play Center

##### Saying Thank You

At this center, grown-ups and children will practice expressing their gratitude. The **Saying Thank You Prompt Card** provides instructions for families.

#### NOTE

##### Art Center Alternate Activities:

Thankful Time Notes from Sesame  
Thank You Neighbor Card

#### Art Center

##### Thankful Time Notes

At this center, grown-ups and children will create their own notes for someone special. The **Make a Card Prompt Card** provides instructions for families.

#### DO:

At 20 minutes, ring the bell to signal a change to our next activity. You may choose to use the Stopping Playing song here. The clip can be found on the Daniel Tiger Parents app.

#### SAY:

*Now we are going to have even more fun! The grown-ups are going to this side of the room to talk, and you kids will continue to play right here with [facilitator names]. We'll start our fun at the rug! Your grown-up will say goodbye, but they'll come back in 45 minutes. [Facilitators] will help you find where to go if you are not sure yet. Now, let's go to the rug and play games.*

#### NOTE

If a meal is not incorporated into your session, this time is an appropriate time for a snack to be served. A snack can also be provided at the end of the session before or after reading the book.





# Make a Card

**Make a card for someone you care about!**

- 1) Discuss with your child who will get this special card.**
- 2) Be creative!**
  - **Look at the card choices.**  
(Click the type of card you want to create.)
  - **Add stickers by clicking Daniel Tiger.**  
(Click the sticker you want and drag it to your card.)
  - **Click the shapes tray to add shapes of different colors.**  
(Click the shape you want and drag it to your card.)
  - **Click the crayon tray to choose a color.**  
(You can draw and write on your card with the crayon.)
- 3) Talk to your child about the card you're creating together.**

*How do you want the person to feel?*

*What words or pictures will you add to your card?*





# Saying Thank You

- 1) Ask your child to choose a puppet or stuffed toy and to give it a name.
- 2) Now it's time for both of you to pretend!
- 3) Think about a pretend gift the puppet can give your child or a kind act the puppet could do.
- 4) You hold the puppet and pretend you are a friend.  
Model the language to use:  
*"Hello, (your child's name). I made this drawing for you because you're a good friend."*  
*"Hello, (your child's name). I saw that your coat fell on the floor.  
I picked it up and put it in your cubby."*
- 5) Help your child think about how to respond. Practice saying words to show their gratitude.  
Is there any other way to express appreciation?
- 6) Comment on your child's ideas.



# Thankful Time Notes

These notes are a great way to show thanks and appreciation any day of the year. Let your child color them in and give them out to the special people in their life.



**You're Beary Special To Me.**



**Me Thankful for Cookies...and You!**



**You're Magical!**



**Thank You!**

Find more games and activities at **[pbskidsforparents.org](http://pbskidsforparents.org)**

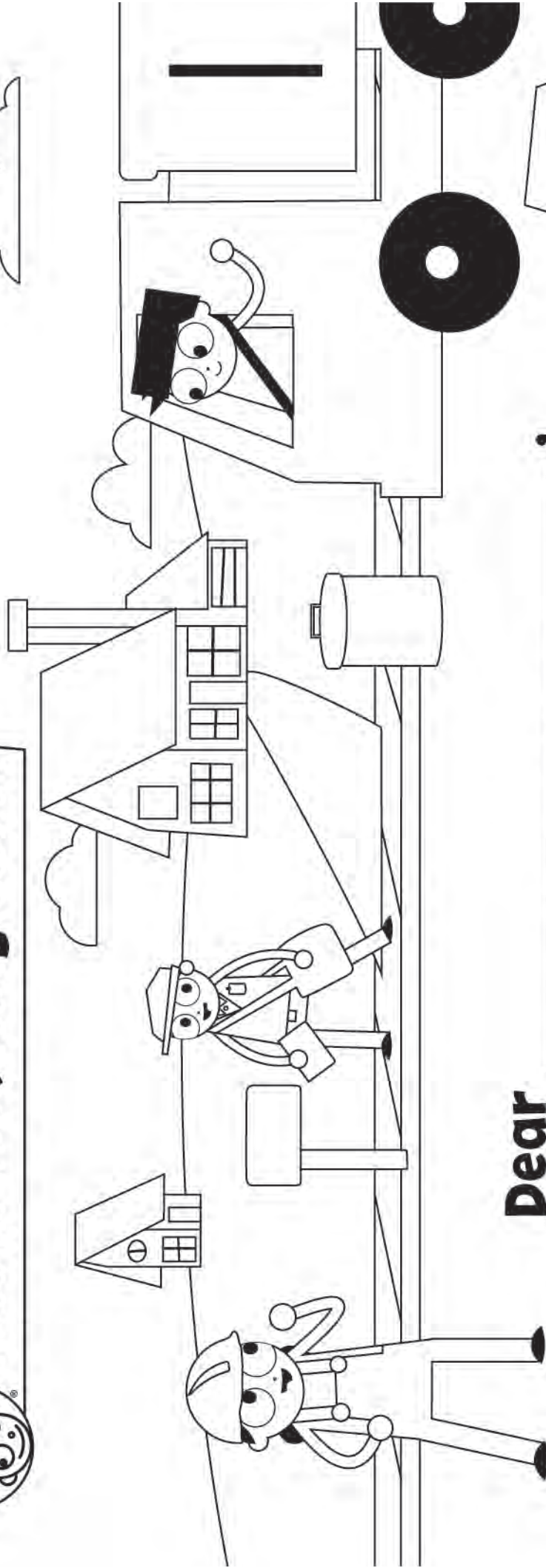


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# Thank You, Neighbors!



**Dear** \_\_\_\_\_,

(Essential Worker)

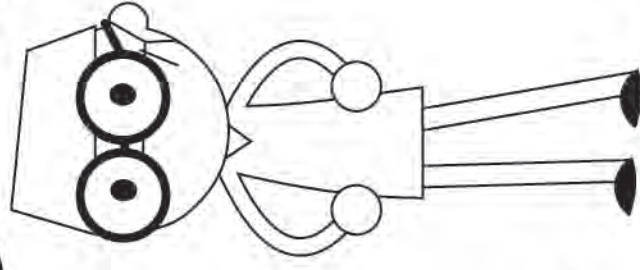
**Thank you for** \_\_\_\_\_

\_\_\_\_\_!

(Add Your Message Here)

**Your neighbor,** \_\_\_\_\_

(Your Name)



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## **Session 9: Gratitude**

### **VIDEO CLIPS**

- Love Ya, Birdies! (Nature Cat)
- Song and Dance: Musica (Sesame Street)
- Salamat Po (Jelly, Ben & Pogo)
- Dear Mr. Ratburn (Arthur)
- Thank You (Daniel Tiger's Neighborhood)

### **APPS**

- Daniel Tiger's Neighborhood: Neighbor Day
- Sesame Street: Ernie's Dinosaur Day Care
- Daniel Tiger: Make a Card
- Peg + Cat: The Big Dog Problem

### **BOOKS**

- Gracias Thanks by Pat Mora
- The Thankful Book, by Todd Parr
- Bear Says Thanks by Karma Wilson (Author) and Jane Chapman (Illustrator)
- Thank You, Omu! by Oge Mora



## SECTION 5: Kids' Playtime

*This section provides tips for welcoming families individually to the session.*

We suggest making this 15 minutes (added time to TOGETHER activities)

Approx. time in minutes	Activity	MATERIALS
<b>Do a combo of any of these activities for 15 mins</b>	<b>Song and Dance Movement activity</b>	<b>Refer to Suggested Media and Books list</b>  <b>Refer to the menu of activities for children's playtime</b>
	<b>Center play</b>	<b>Refer to the grid below</b>
	<b>Calm activity</b>	<b>Refer to the menu of activities for children's playtime</b>
	<b>Snack and Story</b>	<b>Refer to Suggested Media and Books list</b>



## Center Activities

### NOTE

Close digital learning center. Keep three learning centers open: reading, dramatic play and art. Open small toys center (cars, animals, small blocks, etc.). This makes it more manageable for two or more facilitators to promote and supervise independent play. At the 10-minute mark, ring the bell and ask the kids to help clean up the space.

CENTER	MATERIALS	SET-UP Two stations per activity	ACTIVITY Facilitators oversee centers
READING	Same books as previous center	Books laid out on the rug, cover page up	Kids look at books independently. If possible, a facilitator reads to small groups of children.
DRAMATIC PLAY	Puppets, dolls, home kitchen play set	Preferably a table is available, toys in bins	Kids play independently. Facilitators should support the parallel play that will likely take place.
ART	Markers or crayons, PBS KIDS coloring or activity pages	Small table with materials set out during Play and Learn Together	
SMALL TOYS NOTE: THIS CENTER REPLACES THE MEDIA CENTER.	Small cars, trucks, animals, small blocks	Open at the time that grown-ups leave	Kids play independently. Facilitators should support the parallel play that will likely take place.



# **Menu of Activities**

## **(Section 5: Kids' Playtime)**

These developmentally appropriate games and activities are intended to keep kids engaged while grown-ups have their discussion. Children benefit from and enjoy repetition. Feel free to repeat any combination of these songs, games, and activities throughout the program or incorporate your own favorites.

### **Suggested Songs for Dance & Movement**

- Stomp Three Times Video
- Being Silly and Being Calm Video
- Elmo's Got the Moves Video
- Elmo Slide Video
- Shake, Shake the Mango Tree Video
- Amigos Video
- D-Dance Video
- You Can Get Your Mad Out Video

### **Large Muscle Movement Games**

- Red Light, Green Light
- Simon Says
- Freeze Dance
- Duck, Duck, Goose
- Zoo Animal Movement Game
- Hot Potato
- Head, Shoulders, Knees, and Toes
- If You're Happy and You Know It
- The Hokey Pokey Dance



## Calm Activities

In order to establish a routine, lead the same calm activity for two to three sessions before introducing a new one.

- **Belly Breath Video**

- **Snake Breath**

- 1) Take a big deep breath in and raise your arms above your head until your hands touch.
- 2) Wiggle your arms down to the floor in the shape of a snake while breathing out with a hiss.
- 3) Repeat three snake breaths together.

- **Bunny Breath**

- 1) Bring your hands to either side of your head to make floppy bunny ears.
- 2) Raise your hands upward as you take a deep breath in.
- 3) Let your hands flop downward as you breathe out.
- 4) Repeat three bunny breaths together

- **Rollercoaster Breath**

- 1) Hold up one hand with outstretched fingers. Each finger will be a hill of the rollercoaster.
- 2) Using the pointer finger of your other hand, you will trace each finger of your outstretched hand.
- 3) Take a deep breath in as you go up a “hill” (each finger). Breathe out as you go down the hill.
- 4) Repeat until you reach the end of your “rollercoaster.”

- **Balloon Breath**

- 1) Using your two hands, make a small ball in front of your mouth. This will become your balloon.
- 2) Take a deep breath in.
- 3) As you breathe out, expand your fingers to make your imaginary balloon get bigger.
- 4) Repeat to see how big of a balloon you can make.



# Calming Activity and Storytime

**DO:** Clean up the space.

**DO:** Form a circle on the rug to prepare for the story. To center the group, do a calming breath together (like the one below) to help children prepare to listen to the story.

**SAY:** *Before we read, let's all center our minds and take three calming breaths. Today, we'll take three bunny breaths. I'll do it first, and then we'll take three breaths together. Make your hands floppy like floppy bunny ears on either side of your head. We'll take three breaths in. With each breath, we'll make our hands rise, to make our ears ready to listen. When we take a breath out, we'll make our ears floppy again.*

**DO:** Once kids are seated, introduce the book. As you read, point out what you see in the pictures and pose a question or two. For example, ask the kids to predict what will happen next or why a character feels the way they do. Respond to the kids' comments with enthusiasm and encouragement.

**SAY:** *Today we will read this book. It is titled \_\_\_\_\_ by \_\_\_\_\_*  
(Refer to Suggested Media and Books list.)



## SECTION 6: Grown-up Discussion Time

### (Concurrent with Section 5: Kids' Playtime)

*This section is for grown-ups to discuss the topic of the session. The facilitator uses the Grown-up Guide to present the content and gives a copy to each grown-up. Remember, this is only 15 Minutes now!*

#### NOTE

Have copies of one Grown-up Guide for each adult participant.

### Activity # 1 — Introduction

**DO:** Re-introduce yourself briefly by repeating your name and a few things about your background as a facilitator, your experience in early childhood education and family education, and your interest in the topic of social and emotional learning and character development.

**DO:** Distribute the Grown-up Guide. Point to Session 1: Welcome and Introductions. Present the information in a conversational tone.

**SAY:** *You have signed up for PBS KIDS Learn & Grow Together: Social and Emotional Learning and Character Development program. This class has nine sessions that are 90 minutes each. Today is our Welcome Session. We want you and your kids to feel comfortable and become familiar with the place and the program.*

*This program has been designed to help families explore the ideas of social and emotional learning and character development. Many schools are teaching SEL (Social Emotional Learning) and character education lessons and programs, so you may have heard this term already. The idea is that as kids grow, research shows they do better in school and in life when they:*

- Know who they are as a person.
- Get along with others.
- Can regulate their feelings and behaviors.
- Know when to ask for help and make good decisions.

*This will be the focus of our program.*

*As I said to the kids, every session we will have the same schedule with some activities that are repeated, and some new ones. Each session, we will focus on a different part of social and emotional learning.*



**SAY:** *Besides the terms SEL and character, we will touch upon executive function skills. When young kids focus on a task, make a plan, follow two- or-three step directions, persist in tackling a challenge, wait their turn, or resist an impulse to grab a toy away from another child, they are using executive function skills. We will also talk a lot about learning with media. Every session, we will explore different ways you and your kids can share time together through media moments. We know that educational media—like the video clips, digital stories, books and games from today—can be tools to help our kids learn. We will explore PBS KIDS shows, games and books—both digital and non-digital—that you can access at home and at the library to help reinforce the SEL habits and skills we’re discussing in your everyday lives.*

*It is important to remember that media is best for learning when grown-ups interact WITH kids during or after they watch television, play a digital game or look at a book together. Every week you will practice how to watch, talk and play with your child with media to support the topics and skills we’re focusing on. It is very similar to what we do when we read with kids.*

**DO:** Conclude this activity by distributing the schedule with the sequence and titles of sessions.

**SAY:** *Together we will talk about all these different skills that kids are learning and share ideas.*

**DO:** Read the titles of the sessions.



## **Activity #2 — Getting to Know Each Other**

**DO:** Ask participants to introduce themselves to the person next to them, sharing:

- Name
- Why he or she decided to sign up for this class
- What they find interesting in the list of topics

**SAY:** *Are there some topics that catch your attention more than others?*

**DO:** Facilitate a discussion about the participants’ interests in the topics. This might be helpful information for you to guide future sessions.





## **Activity # 3 – Community Guidelines**

**SAY:**

*The topic of social and emotional learning is very personal; it involves discussing our feelings and beliefs about what kids should know and learn to do as they grow. We want to feel open to share our ideas and feelings safely, without judgment. Our purpose is to understand and explore how to help our kids grow to feel confident and competent. We will talk about how they behave at home and outside the home. Let's begin with some agreed upon guidelines for our interactions, in order to make this a positive and productive community.*

**DO:**

Show participants a list of group rules on a slide or chart paper. For example,

- Ask for clarification.
- Don't interrupt.
- Don't have side conversations.
- All contributions are welcome, but it is also ok to pass.
- Keep all electronic devices in the quiet mode.

**DO:**

When you get to this section in future sessions, ask grown-ups if they would like to add any other guidelines to the list. Display this list at each session and remind the group of these guidelines before you begin the discussion.

**SAY:**

*Every week, we will talk about our kids and our families. We will share personal stories, so it is important that we keep confidentiality. The stories are only for our group. We cannot talk about each other outside of this group to our other friends and relatives. We're here to support each other and not pass judgments.*

**DO:**

Add a confidentiality statement to the list:

- We will not talk about each other outside of this group.

*Thank you for sharing your ideas. I am very happy to have you participate in this program, Learning and Playing Together. I will post these group guidelines in the room, as a reminder.*



## **Activity # 4 – Conclude the Grown-up Time**

**DO:** Review the session schedule.

**SAY:** *Like today, at every session we will have games, books and videos for the kids and for you to play with them. Playing is always good for learning. Some of these resources will be nice to do at home too. Were there any activities from today that you might want to do at home this week?*

**DO:** Elicit some comments from the group for 3-5 minutes, and conclude:

**SAY:** *We have had a great conversation! I am so glad you are part of this group and I look forward to our next session.*

*Now, it's time to go back to your kids!*

**DO:** Remind grown-ups to go directly to their kids and sit on the rug with them for the goodbye song.



## Section 7: Wrap-up and Goodbye

**SAY:** *I encourage you to play and learn with the ideas you explored today. Next session we will talk about the topic of \_\_\_\_\_ [share the upcoming session theme].*

*See you next session!*

**DO:** Sing a goodbye song with kids and grown-ups together.  
Use the song suggested below or choose one of your favorites.

### Goodbye song lyrics:

*Gilly, gilly, gilly goodbye, goodbye, goodbye.*

*Gilly, gilly, gilly goodbye, goodbye to you!*

**DO:** Thank kids and grown-ups as they leave the room, and make sure they have collected all their belongings—including artwork!. If distributing resources from the session, give them to each family and encourage them to come next time!



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**FACILITATOR GUIDE**

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