



Introduction

Lesson Objectives:

Introduce the main FYBS characters, teach about different feelings and how we express them, and relate feelings to heaviness/lightness and different types of clouds.

Learning Outcomes:

By the end of this lesson, kids will be able to identify different feelings they may have, how we express them, and how to relate our feelings to different types of clouds.

Materials Needed:

- [Video](#)
- Laptop with Internet access
- Projector
- [Feelings Forecast](#)
- 6-8 heavier books per group of kids (any books will do, even imaginary ones!)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

10-20 min

Steps

□ Introduce Intro: Feel Your Best Self (1 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise this sample script to introduce the strategy:
- *Today we are going to be learning about how we feel our feelings in our bodies and a way to help us figure out how we're feeling. Learning this can help us deal with the feelings we all have throughout our lives. We're going to watch a video together and then talk about what we learned in the video as a group.*

□ Show the Intro: Feel Your Best Self Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - Who were the characters we met in the video?
 - What types of feelings are heavy?
 - When might you have heavy feelings?
 - What type of cloud looks like heavy feelings?
 - What types of feelings are light?
 - When have you felt those light feelings?
 - What type of cloud looks like light feelings?
 - What types of feelings are in the middle?
 - When have you felt those feelings in the middle?
 - What type of cloud looks like feelings in the middle?

□ Practice Identifying Heavy and Light Feelings (5 min)

- Break kids into small groups, giving each group a pile of books.
 - You want the books to have some weight to them, so we recommend using thick chapter books, dictionaries, etc. You can also exaggerate what it feels like to hold (or not hold) the books to get the point across!
 - You can also opt not to use books and instead ask kids to pretend at each step, modeling what it looks like.
- Instruct one child to first hold all the books at once. Then, have them pass the pile to the next child, and so on.
- Ask kids to reflect on how it felt to hold the stack of books and what it looked like when each person held the books. Some guiding questions to ensure understanding might include:
 - Did anyone need to hunch over because the books were so heavy?
 - Was anyone looking down at the books because they were focused on not dropping them?
 - What types of feelings might make us look like we are holding a bunch of books, all hunched over and looking down?
 - Ex: mad, sad, worried

- Next, instruct kids to hold no books.
- Ask kids to reflect on how their bodies felt when they were not holding any books. Some guiding questions to ensure understanding might include:
 - Did their bodies feel lighter and more open?
 - What did other people look like when they weren't holding any books?
 - What types of feelings might make us look like we're not holding any books and can allow us to move our bodies however we want?
 - Ex: happy, joyful, excited
- Finally, instruct one child to first hold half of the books. Then, have them pass the pile to the next child, and so on.
- Ask kids to reflect on how it felt to hold just a few books and what it looked like when each person held the books. Some guiding questions to ensure understanding might include:
 - Did holding just a few books feel different than holding the whole pile or not holding any books?
 - Did it feel kind of in the middle?
 - What did other people look like when they were just holding a few books?
 - What types of feelings might make us look like we are holding just a few books?
 - Ex: at ease, calm, pleasant, just feeling fine
- **Review the Feelings Forecast (3-5 min)**
 - Display the Feelings Forecast.
 - Introduce each of the clouds as representing stormy feelings, regular or medium feelings (or ask kids what word they would use to describe the middle cloud!), and sunny feelings.
 - Introduce the feeling words associated with each cloud and those that fall in between clouds.
 - Connect this to the book activity by relating heavy feelings to stormy feelings, medium feelings to the middle cloud, and light feelings to sunny feelings.
 - Discuss how we can use strategies to shift our feelings.
 - For example, sometimes when skies are really stormy – maybe we're feeling angry or sad – it could be a good time to pick a strategy to shift toward a sunny cloud feeling. Or, if we're feeling really excited after recess, but it's time for math, we might need a strategy to shift to feeling focused.

Belly Breathing



Lesson Objective:

To teach an emotion-focused coping skill that can help kids calm themselves and settle their bodies.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Belly Breathing and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Belly Breathing (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Belly Breathing Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How did Nico feel after the block tower fell?
 - What did CJ suggest to help Nico feel better?
 - What parts of Belly Breathing seemed to help Nico?

□ Provide the Belly Breathing Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Belly Breathing (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.
- Repeat for all remaining steps on the strategy card.

Practice Belly Breathing with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- To have a puppet Belly Breathe, first you need to put your hand on the puppet's stomach.
- Next, open your puppet's mouth, and as you take a big breath in, raise your puppet up.
- Hold your puppet there for five seconds as you hold your breath, and then breathe out, lowering your puppet back down.

- Reflect on how Belly Breathing worked and how you might use it in your own lives (5 min)**
 - We offer some sample questions to encourage reflection:
 - Can anyone share a time when you felt like Nico did when the block tower fell?
 - What do you think about Belly Breathing?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When or where can you use Belly Breathing?
 - Is there a time today that you could try it?
- To engage in additional reflection, use the **Belly Breathing Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Shake Out the Yuck



Lesson Objective:

To teach an emotion-focused coping skill that can help kids calm themselves and settle their bodies.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Shake Out the Yuck and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Shake Out the Yuck (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Shake Out the Yuck Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How was CJ feeling before performing in front of people?
 - What did Mena suggest to help CJ feel better?
 - Can someone describe the steps of Shake Out the Yuck?
 - What heavy feelings was CJ shaking off?
 - How did CJ feel after Shake Out the Yuck?

□ Provide the Shake Out the Yuck Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Shake Out the Yuck (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Shake Out the Yuck with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- To have a puppet Shake Out the Yuck, first you need to imagine that your arm is the puppet's body, and your elbow is the puppet's feet.
- Then, make your puppet dance, jog, or wiggle to shake off those yucks!
- Encourage kids to move their bodies along with their puppet so that they are Shaking Out the Yuck together.

Reflect on how Shake Out the Yuck worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share a time when you felt like CJ did before going on stage?
 - What do you think about Shake Out the Yuck?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Shake Out the Yuck?
 - Is there a time today that you could try it?

- To engage in additional reflection, use the **Shake Out the Yuck Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Ground It Down



Lesson Objective:

To teach an emotion-focused coping skill that can help kids calm themselves and settle their bodies.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Ground it Down and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Ground it Down (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Ground it Down Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How was Mena feeling at the start of the video?
 - What was making Mena feel that way?
 - What did CJ suggest to help Mena feel better?
 - What happened after Mena used Ground it Down?

□ Provide the Ground it Down Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Ground it Down (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Ground it Down with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Imagine that your elbow is the puppet's feet, and your arm is its body.
- Slowly tighten the muscles in your arm all the way up to your hand, which is the puppet's mouth.
- Hold for five seconds and then release.

Reflect on how Ground it Down worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share a time when you felt like Mena did while trying to finish the poster?
 - What do you think about Ground it Down?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Ground it Down?
 - Is there a time today that you could try it?

- To engage in additional reflection, use the **Ground it Down Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Chillax in My Head



Lesson Objective:

To teach an emotion-focused coping skill that can help kids calm themselves and refocus their attention.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Chillax in my Head and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Chillax in my Head (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Chillax in my Head Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How do you think CJ was feeling at the ice cream shop?
 - What did Nico suggest to help CJ feel better?
 - How did CJ use Chillax in My Head?
 - What parts of Chillax in My Head seemed to help CJ?

□ Provide the Chillax in my Head Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Chillax in my Head (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Chillax in my Head with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Puppets can talk about their happy place to the kids, and then the kids can talk about their happy place to their puppets.
- Have kids prepare and perform a puppet show where their puppets use Chillax in my Head.

Reflect on how Chillax in my Head worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share a time that they had heavy feelings like we saw CJ feel in the video?
 - How would you feel if the ice cream shop was out of your favorite flavor?
 - What do you think about Chillax in my Head?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Chillax in my Head?
 - Is there a time today that you could try it?

- To engage in additional reflection, use the **Chillax in my Head Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Float Your Boat



Lesson Objective:

To teach an emotion-focused coping skill that can help kids catch their feelings and shift their thoughts.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Float Your Boat and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Cards](#)
- Pieces of blank paper and writing utensils
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Float Your Boat (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach students something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Float Your Boat Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How was CJ feeling when there was a new student in the dance class?
 - Does anyone remember what some of CJ's heavy thoughts were?
 - What did Nico suggest to help CJ feel better?
 - Can anyone explain how Float Your Boat works?
 - How did CJ feel after Float Your Boat?

□ Provide the Float Your Boat Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Float Your Boat (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Float Your Boat with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- To have a puppet Float Your Boat, first you need to write or draw your (or your puppet's!) heavy thoughts or feelings on pieces of paper.
- Then, have your puppet help you crumple up the pieces of paper.
- Then, have your puppets use their noses or mouths to help you push or throw your heavy thoughts overboard!

Reflect on how Float Your Boat worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share a time when they felt like CJ did when Darnell joined dance class?
 - Does anyone remember what some of Darnell's heavy thoughts were?
 - How could Float Your Boat be helpful for Darnell?
 - What do you think about Float Your Boat?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When or where can you use Float Your Boat?
 - Is there a time today that you could try it?

- To engage in additional reflection, use the **Float Your Boat Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Turn the Dial



Lesson Objective:

To teach an emotion-focused coping skill that can help kids catch their feelings and shift their thoughts.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Turn the Dial and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Turn the Dial (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Turn the Dial Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How did Nico feel when the sweater was too small?
 - Why do you think that made Nico feel so heavy?
 - How do you think Mena could tell that Nico was starting to feel upset and overwhelmed?
 - What does it mean to change perspective?
 - How did Nico use Turn the Dial to feel better?

□ Provide the Turn the Dial Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Turn the Dial (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Turn the Dial with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Have kids teach their puppet to use Turn the Dial.
- Have puppets turn and look at different places in the room from the same spot to practice changing perspective.
- Have kids prepare and perform a puppet show where their puppets use Turn the Dial.

Reflect on how Turn the Dial worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share a time when they felt like Nico?
 - Has anyone else outgrown a favorite piece of clothing?
 - How did you feel when that happened?
 - What made Mena's suggestion of Turn the Dial helpful (or not helpful)?
 - What do you think about Turn the Dial?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When or where can you use Turn the Dial?
 - Is there a time today that you could try it?

- To engage in additional reflection, use the **Turn the Dial Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Push the Clouds



Lesson Objective:

To teach an emotion-focused coping skill that can help kids catch their feelings and shift their thoughts.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Push the Clouds and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Cards](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Push the Clouds (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Push the Clouds Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How did Nico feel after seeing Mena's painting?
 - What did Mena have Nico try doing to feel better?
 - What happened after Nico and Mena Pushed the Clouds?
 - How did Nico feel?

□ Provide the Push the Clouds Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Push the Clouds (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.
- Repeat for all remaining steps on the strategy card.

Practice Push the Clouds with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Teach your puppet the rhyme: *Push the clouds away, until the sky is clear. Send away the heavy thoughts, and bring the sunshine near!*
- Then, use your other hand to help your puppet push the clouds away!
- Have kids prepare and perform a puppet show where their puppets use Push the Clouds.

Reflect on how Push the Clouds worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Has anyone ever felt like Nico did after seeing Mena's painting?
 - What do you think about Push the Clouds?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Push the Clouds?
 - Is there a time today that you could try it?
- To engage in additional reflection, use the **Push the Clouds Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Smell the Roses



Lesson Objective:

To teach an emotion-focused coping skill that can help kids catch their feelings and refocus their attention.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Smell the Roses and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Smell the Roses (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Smell the Roses Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - Can anyone name all five senses?
 - What is something that you can see in this room?
 - What is something that you can hear in this room?
 - What is something that you can smell in this room?
 - What is something that you can feel in this room?
 - Did you notice how CJ and Mena felt while using their senses?
 - How did CJ and Mena feel after Smelling the Roses?

□ Provide the Smell the Roses Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Smell the Roses (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Smell the Roses with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Have your puppet practice using their senses (e.g., how they smell, how they listen, etc.).
- Then, have the puppet explore your surroundings with you and find what you can see/hear/smell/touch together.
- Tell you puppet something that you can see/hear/smell/touch and have the puppet guess what it could be!

Reflect on how Smell the Roses worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Has anyone ever stopped to pay attention to the things around you like Mena and CJ did?
 - Why do you think that Mena taught CJ to stop and Smell the Roses?
 - What do you think about Smell the Roses?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Smell the Roses?
 - Is there a time today that you could try it?
- To engage in additional reflection, use the **Smell the Roses Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Feel it Together



Lesson Objective:

To teach an emotion-focused coping skill that can help kids connect with others and set their situation up to feel their best.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Feel it Together and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Cards](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Feel it Together (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Feel it Together Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How could Nico tell that Mena was upset?
 - Why didn't Mena want to talk about her feelings at first?
 - What reason did she give? (Prompt if no one responds: Do you really think she was bothering Nico?)
 - Does anyone remember why Mena was feeling heavy?
 - What did Nico suggest to help Mena feel lighter?
 - How did Mena feel after talking to Nico?

□ Provide the Feel it Together Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Feel it Together (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Feel it Together with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Kids can break off with their puppets and tell their puppet something personal (e.g., something that they struggled with in the past week, something that made them sad etc.).
- Have kids prepare and perform a puppet show where their puppets use Feel it Together.
- Facilitators can use puppets to provide opportunities for kids to practice Feel it Together.

Reflect on how Feel it Together worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Has anyone ever had a friend move away like Mena? How did it make you feel?
 - Has anyone tried talking to someone about how you were feeling like Mena talked to Nico? How did it make you feel?
 - What do you think about Feel it Together?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Feel it Together?
 - Is there a time today that you could try it?
- To engage in additional reflection, use the **Feel it Together Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Bring a High Five



Lesson Objective:

To teach an emotion-focused coping skill that can help kids connect with others and set their situation up to feel their best.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Bring a High 5! and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Card](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Bring a High 5! (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Bring a High 5! Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - What does it mean to Bring a High 5!?
 - Why did Mena teach Bring a High 5! to Nico?
 - How did Nico feel after Bring a High 5!?
 - How did CJ feel when Nico Brought a High 5 to them?

□ Provide the Bring a High 5! Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Bring a High 5! (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Bring a High 5! with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Kids can brainstorm with their puppets and peers about the ways that their puppets can move in order to Bring a High 5!.
- Puppets can have a Puppet High 5! that involves a special move between them and another puppet, or them and their creator.

Reflect on how Bring a High 5! worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - What have you done before to show someone you appreciate them, like Mena, Nico, and CJ did in the video?
 - What do you think about Bring a High 5!?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Bring a High 5!?
 - Is there a time today that you could try it?

- To engage in additional reflection, use the **Bring a High 5! Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Be A Kind Helper



Lesson Objective:

To teach an emotion-focused coping skill that can help kids connect with others and set their situation up to feel their best.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use Be a Kind Helper and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Cards](#)
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce Be a Kind Helper (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the Be a Kind Helper Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
 - How was Nico feeling when he couldn't find the last puzzle piece?
 - What did CJ suggest to help Nico feel lighter?
 - How is putting the groceries away an example of Being a Kind Helper?
 - How do you think CJ felt after Nico helped with the grocery bags?
 - How do you think Nico felt after helping CJ with the groceries?

□ Provide the Be a Kind Helper Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Be a Kind Helper (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.

- Repeat for all remaining steps on the strategy card.

Practice Be a Kind Helper with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Puppets can be used to help kids clean up after an activity.
- Have kids brainstorm ideas about how their puppets and they can use Be a Kind Helper.
- Have kids prepare and perform a puppet show where their puppets practice Being a Kind Helper.

Reflect on how Be a Kind Helper worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can someone explain how both being the helper, and the person who gets the help, can help us feel our best selves?
 - Can anyone share a time when they helped someone with something?
 - What do you think about Be a Kind Helper?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When/where can you use Be a Kind Helper?
 - Is there a time today that you could try it?
- To engage in additional reflection, use the **Be a Kind Helper Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.

Three Friendly Wishes



Lesson Objective:

To teach an emotion-focused coping skill that can help kids connect with others and set their situation up to feel their best.

Learning Outcomes:

By the end of this lesson, kids will be able to demonstrate how to use 3 Friendly Wishes and identify when they could use it to feel their best selves.

Materials Needed:

- [Strategy Video](#)
- Laptop with Internet access
- Projector
- [Strategy Cards](#)
- Piece of blank paper and writing utensils
- [Reflection Sheet](#)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

Time:

15-25 min

Steps

□ Introduce 3 Friendly Wishes (1-3 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise the sample script below to introduce the strategy:
- *Today we are going to be learning a new strategy to help us feel our best self. We can learn how to deal with heavy feelings – like feeling sad, mad, worried, or scared. Sometimes those heavy feelings make us not feel our best, so we can try a way to make them feel lighter.*

This is also a good time to check kids' understanding of heavy and light feelings. We offer some sample questions to generate discussion here, or you can revisit Intro: Feel Your Best Self.

- What does it mean to have heavy feelings?
- What does it look like when you're feeling heavy feelings?
- What are some examples of lighter feelings?
- What does it look like when you're feeling lighter feelings?
- What about when you're feeling in the middle?

□ Show the 3 Friendly Wishes Video (5 min)

- This will require a computer, speakers, and a projector.

□ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example
 - How was CJ feeling at the beginning of the video?
 - What are important things to remember when coming up with a Friendly Wish for someone?
 - How did Nico feel while writing friendly wishes to CJ?
 - How did CJ feel after seeing Nico's 3 Friendly Wish chalk art?

□ Provide the 3 Friendly Wishes Strategy Card (1 min)

- Hand out the strategy card.

□ Practice 3 Friendly Wishes (3-5 min)

- Inform kids that you are now going to practice the strategy together.
- Read all steps aloud to remind kids of the strategy steps.
- Read the first step on the strategy card aloud and have kids engage in the action listed in that step.
- Repeat for all remaining steps on the strategy card.

Practice 3 Friendly Wishes with a Puppet!

If you have chosen to incorporate puppet-making into your use of FYBS, here are some ideas you can use to have kids practice the strategy with their puppet:

- Write down 3 Friendly Wishes you want to give to someone. Then, have the puppets deliver the wishes.
- Write down 3 Friendly Wishes to share with puppets.
- Have kids prepare and perform a puppet show where their puppets use 3 Friendly Wishes.
- Facilitators can use puppets to help kids brainstorm Friendly Wishes.

Reflect on how 3 Friendly Wishes worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share example of a Friendly Wish they could give to someone?
 - Can someone explain how both sending and receiving 3 Friendly Wishes can help us feel our best selves?
 - What do you think about 3 Friendly Wishes?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When or where can you use 3 Friendly Wishes?
 - Is there a time today that you could try it?
- To engage in additional reflection, use the **3 Friendly Wishes Reflection Sheet** to have kids rate and describe, using pictures or words, their feelings before and after practice.