

Preschool
&
Transitional Kindergarten
Arts integrated
Social Emotional Learning

Created by Colleen Smith and Jenée Villalobos

**Fun Take home activities for the whole
family!**

Preschool
&
Transitional Kindergarten
Arts Integrated Social Emotional Learning

Dear Teachers,

This easy-to-read and use flip book resource is intended to be used as a take-home activity system for families and their children enrolled in preschool or transitional kindergarten to promote arts integrated Social Emotional Learning (SEL). While this system was developed as a complimentary resource for the Second Step, SEL Curriculum, Second Step is not required and can be sent home as a separate system. The flip books and backpacks with materials can also be distributed and used by childcare providers, or as a resource for you to use during classroom activities.

It is recommended that early in the school year, preferably during a “Back to School Night” or during a face to face meeting with parents, you introduce the resource and the organization of the flipbooks to be sent home. You may use the first “Welcome” flipbook as an introduction to the goals and the intentions of how to use the system. It is also recommended that you establish a systematic approach in putting packs together, the distribution of back packs, as well as a way of keeping track of the inventory of backpacks, activity materials and flipbooks.

Throughout the year, we encourage you to monitor the implementation of the take homes system, and review the parent questionnaires as parents turn them in. Make adaptations as needed for specific students and/or families. Encourage and celebrate when families complete each flipbook!

Please use this take home-system and make it your own! Take ownership of it and allow families to do the same! Understand that activities DO NOT need to be accomplished verbatim. The goal is to allow families to use arts exploration to gain knowledge in social emotional learning while at the same time use the system as a vessel to encourage family connections.

It is our hope that this take-home system provides fun filled and engaging activities that will encourage arts integrated social emotional learning as well as strengthen family bonds. We also hope that with this take-home system, parents will be encouraged to take an active role in their young child's learning during their educational career. We wish you lots of fun and hope that you see this system as a great tool for you and your students' families!

Sincerely,

Jenée Villalobos and Colleen Smith

Arts Integrated

Social emotional Learning

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Fun Take home activities for the whole family!

Note:

- Print onto the desired colored paper and cut along the printed black line.

We have a ton of fun stuff for you!

Our fun take home activities will include:

- A back pack filled with social emotional learning activities to do with your child!
- All the materials you need to complete the activities!
- Information on how to find more arts integrated social emotional learning activities!

Arts Integrated Social Emotional Learning

Note:

- Print onto the desired colored paper and cut along the printed black line.
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Our Goal

- Family Engagement
- Improve Social-Emotional Skills
- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

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What is Social Emotional Learning ?:

Social and emotional learning (SEL) is the **knowledge**, and **behaviors** that is needed to **understand and manage emotions, set positive goals, feel empathy for others, engage in positive relationships, and solve problems** in an **effective way**.

Social emotional learning

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What is “Integration of the Arts” in Social Emotional Learning?

Using the Arts as a foundation and allowing artistic exploration to promote in Social Emotional Learning

Arts integration:

- leads to deeper learning and increased student engagement.
- Promotes analytical and critical thinking.
- Addresses multiple learning styles, multiple intelligences
- Addresses the needs of every student.

Integregation of the ARTS

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Arts Integrated Social emotional learning meets our Preschool Learning Foundations!

Social Emotional Development: Self

3.0 Social and Emotional Understanding: Seek to understand people's feelings and behavior

4.0 Empathy and Caring: Demonstrate Concern for the needs of others and people in distress

Visual Art:

1.0 Notice, Respond, and Engage

2.0 Develop skills in visual art

3.0 Create, invent and express through visual art

Music:

1.0 Notice , respond and engage

2.0 Develop skills in music

3.0 Create, invent and express through music

Drama:

1.0 Notice , respond and engage

2.0 develop skills in drama

3.0 create, invent and express through drama

Dance

1.0 Notice , respond and engage

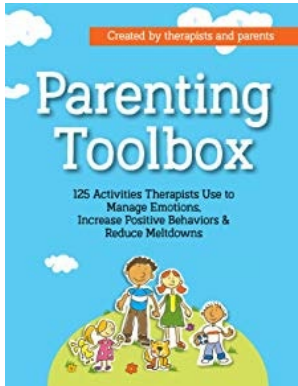
2.0 develop skills in drama

3.0 create, invent and express through dance

Preschool Learning Foundations

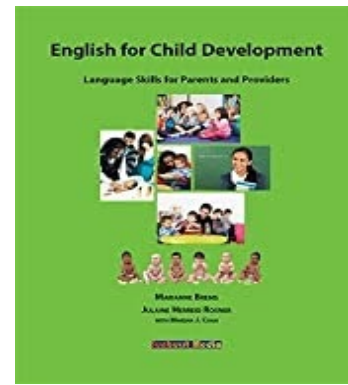
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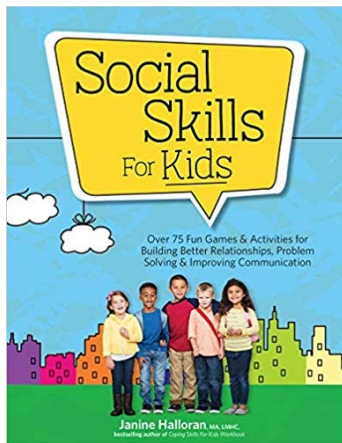
Parenting Toolbox: 125 Activities Therapists Use to Reduce Meltdowns, Increase Positive Behaviors & Manage Emotions

by Dr. Lisa Phifer, Laura Sibbald, Jennifer Roden



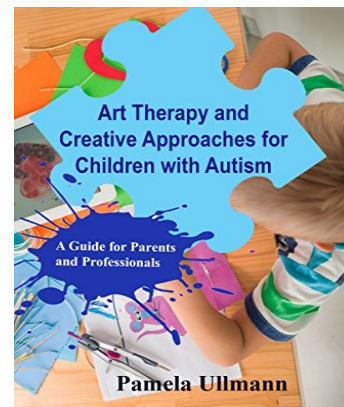
English for Child Development: Language Skills for Parents and Providers

by Marianne Brems, Marsha Chan, et al.



Social Skills for Kids: Over 75 Fun Games & Activities for Building Better Relationships, Problem Solving & Improving Communication

by Janine Halloran



Art Therapy and Creative Approaches for Children With Autism: A Guide for Parents and Professionals by Pamela Ullmann

Parent resources

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Adaptations:

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Assistive devices if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

Picture activity schedule/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

keep sensory/fidgets needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

Preschool & Transitional Kindergarten

*Arts integrated
Social emotional Learning*

**Unit 1: Skills for Learning:
Listening**

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Listening

In these activities we will work on

- * Making others feel they belong and you care about them.
- * Following Listening Rules to help everyone learn.

Unit 1: Skills for Learning: Listening

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Welcoming Greeting Chant

When someone new enters the room, it is always nice to make them feel welcomed. It helps to show that you care.

Directions:

1. Practice this rap/chant with your entire family. Start with just you in the room.

2. Call your child to the room. Rap/chant out the Happy You're Around tune when your child enters the room.

3. Continue doing this when each member of your family enters the room.

4. Don't forget to have them choose movements.

Happy You're Around

We're so happy _____'s_ around

Get down! Get down!

We're so happy _____'s_ around

Get down! Get down!

(Move the way that _____ moves for 12 beats. Repeat with someone new)

Music and movement: Welcoming greeting!

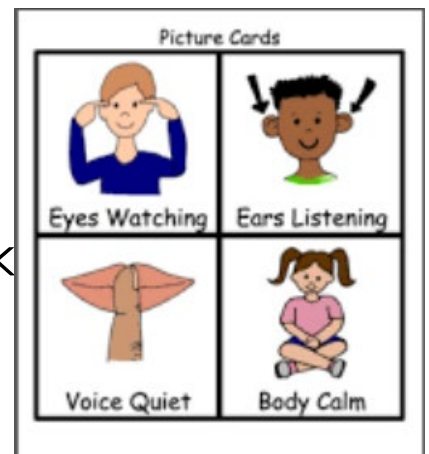
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Listening Cues!

Materials provided:

- 4 listening cue cards
- 4 sheets of construction paper with blank faces
- Crayons



Directions:

- Teach your child **the 4 cues for listening (eyes watching, ears listening, voices quiet, bodies still/calm)**
- **Talk about why listening with your whole body is important.**
- **With the 4 blank faces,** help your child create what each would look like. Hang them in the house somewhere as a reminder when you need your child to listen.



Visual arts Listening Cues!

Note:

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Live, Love, Listen- Play Telephone!

Materials provided:

String or yarn
Empty fruit cups, aluminum cans or Styrofoam cups



Directions:

1. Color or paint the cups.
2. Poke a hole through the bottom of the cup and thread your yarn through the bottom. Repeat with the second cup and have your kids (or you and your child) stand on opposite ends of the hallway, pulling the yarn tight between the cups.
3. Have one person whisper a message into the cup. The person at the opposite end of the hallway should be able to hear it as the soundwaves travel down the string. It may take a couple of attempts.
4. Give your child specific directions through the telephone and see if he/she can perform the task. Ex.: Jump 3 times, tell me you love me, giggle in a whisper.

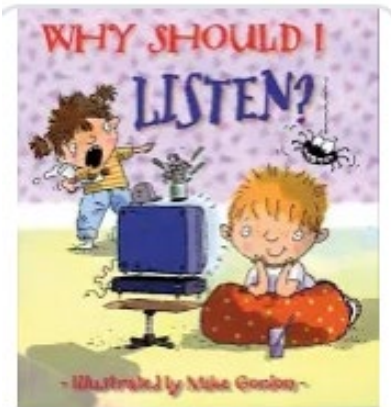


Visual arts and Movement : Live, Love, Listen-Play Telephone

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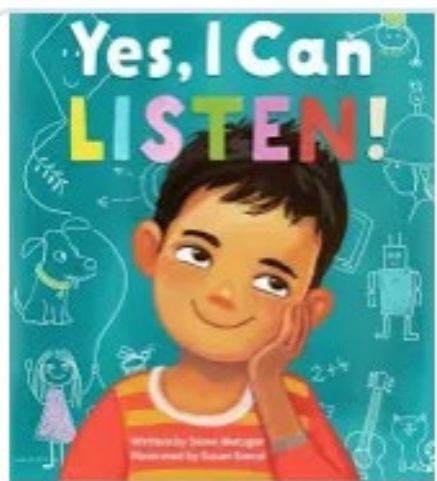
Red light, Green Light!



Why Should I Listen?
By Claire Llewellyn



<https://www.youtube.com/watch?v=a-npmDGK1Dc>



Yes, I Can Listen!
By Steve Metzger



Blocks listening game: Give your child instruction as to where to place certain blocks to create a block masterpiece!

Fun Books and more activities

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Preschool learning foundations (PLF):

Social Emotional Development: Self

3.0 Social and Emotional

Understanding: Seek to understand people's feelings and behavior

4.0 Empathy and Caring:

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Dance

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When children are able to self regulate they are able to

- Pay attention.
- Use their memory
- Control their behaviors

Students with high self regulation skills are more likely to

- Have better academic skills
- Graduate from high school
- Avoid aggression

Preschool Learning Foundations

Why It Matters

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Assistive devices if needed (i.e. PECs books, communication device, communication pointing boards) to allow them to participate in the activity and conversations.

Picture activity schedule/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

keep sensory/fidgets needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot



It was OK



I did not like it



- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Music and Movement: Welcoming Greeting Chant!

Visual Arts: Listening Cues!

Visual arts and Movement: Telephone Game

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 1: Skills for Learning Listening

Parent Questionnaire ¹⁰

Preschool & Transitional Kindergarten

*Arts integrated
Social emotional Learning*

**Unit 1: Skills for Learning:
Focusing attention**

Note:

- Print onto the desired colored paper and cut along the printed black line.

Focusing attention

In these activities we will work on

*Using our whole body, such as our eye, ears, and brain to pay attention and focus

Unit 1: Skills for Learning

Note:

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Our Goal

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Dance, MOVE, FREEZE!

Focusing your attention and practicing self control by dancing
EVEN when there is still MUSIC playing!!



Directions:

- Play music and dance around, move and wiggle your bodies. After a few seconds, maybe a minute or two, yell out, **“Freeze!”** Then **EVERYONE FREEZES**, even with **the music still playing!**
- This can be a difficult because your child will want to dance to the music! The goal is to practice self-control, and learn that we can **keep our bodies still when we need to.**
- After a few seconds, yell out, **“Melt!”** and then allow your child to move again.

creative movement:

Dance, Move, FREEZE!

Note:

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I SPY...

Spy bottles are a great way for little ones to use their eyes, and learn to focus on items they are looking for!

Materials:

- Rice
- Charms, buttons, small toys, and beads
- Clear bottle
- Dry erase marker
- Picture menu of items to attach to bottle
- Optional (hot glue gun)



Directions:

1. **Pour rice** to the halfway mark of the bottle.
2. Add several of the **charms or small objects** to the bottle
3. **Add more rice** and leave a little room from the top to allow the items to shift around when shaken.
4. *Attach the picture menu to show your child what items to look for in the bottle. Use a dry erase marker to cross the picture out once the object has been spotted!*

Visual Arts

I SPY...

Note:

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What Sound is That?

Listening games are a great way to experience items that create sound and using our ears and the rest of our body to focus and pay attention to sounds being made.

Directions:

1. Blindfold your child.
2. Walk around the room and make noises with various everyday items.
3. Ask your child what item in the room made the sound they heard.
4. Take turns and have your child make the sounds.



Make sounds such as:

- open the refrigerator door
- switch on the blender
- Sweep the floor
- Fluff a pillow
- Take a bite from an apple
- tap the window

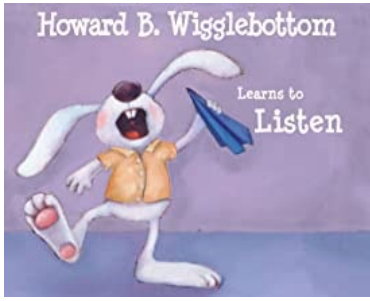


Music:

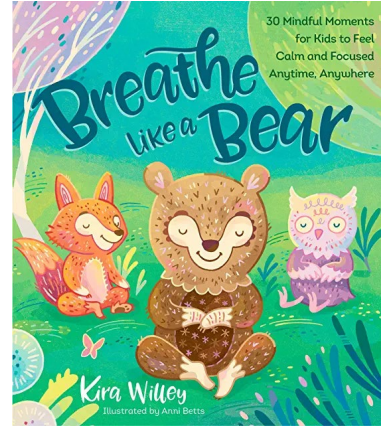
What Sound is That?

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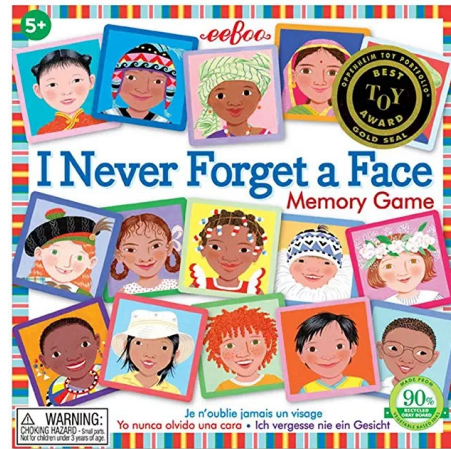


Howard B. Wigglebottom Learns to Listen by Howard Binkow and Susan F. Cornelison



Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere by Kira Willey and Anni Betts

Hasbro Gaming Perfection Game, Multicolor



eeBoo I Never Forget a Face Memory Matching Game for Kids

Fun Books and more activities

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Preschool Learning Foundations

When children are able to self regulate they are able to

- Pay attention.
- Use their memory
- Control their behaviors

Students with high self regulation skills are more likely to

- Have better academic skills
- Graduate from high school
- Avoid aggression.

Why It Matters

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Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot



It was OK



I did not like it



- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Creative movement: Dance, Move FREEZE!

Visual Arts:I SPY...

Music: What Sound is That?

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 1: Skills for Learning

Focusing attention

Parent Questionnaire

Preschool
&
Transitional Kindergarten

Arts integrated

Social emotional Learning

Unit 1: Skills for Learning

Using Self Talk

Note:

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Using self-talk

In these activities we will work on

- *Speaking to ourselves out loud in a quiet voice or inside our heads.
- * Understand that self talk helps us focus our attention and to remember directions or what to do.

Unit 1: Skills for Learning

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Sing myself a song!

When it's hard to wait or when **we need to remember rules**, writing a **piggy back song** about what to do is a great way to teach self talk!

Your child can sing a song to herself/himself when they are put in the situation where they need to remember what to do next. 

Directions:

1. Write down **the rules** to a situation (i.e. waiting patiently)

2. Pick **familiar tune**

3. **Combine** the rules with the tune

4. And you have **your SONG!**



When the Bell Rings

(To the tune of London Bridge is Falling Down)

When the bell rings

Stop what I'm doing,

Walk to our line.

No crying. 

When the bell rings

It's back to class

To have some fun!

Music:

Sing myself a song!

Note:

- Print onto the desired colored paper and cut along the printed black line.
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I am Me!

Materials provided:

Water color paint
Cardstock

Directions:

- Have your child **water color the cardstock paper**
- **Talk about all of your great attributes** that you love about yourselves and of each other.
- **Write poems** for yourselves! Using the attributes you listed, fill out the blanks in the poem template!
- Write the finished poem onto the Cardstock and **post the poem** as a reminder of **how great you both are!**

I am Me!

I am _____

I am _____

I am _____

I am _____

That is ME!



Kind

Funny!



And that is how I want to be!

Poetry and Visual Arts

I am Me!

Note:

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Self-Talk Bracelet

Materials provided:

Variety of Colorful beads
String



Directions:

1. Spread out the beads and start talking with your child about positive self talk. Discuss what self talk is and when you can use it.
2. Ask her/him how she/he feels when they hear positive self-talk statements. Show them how they can identify with these feelings during situations in school or at home.
3. Assign colors of beads to different positive statements and add them to the bracelet
4. When children wear their bracelet, they can see and feel the colors and remember positive thoughts!

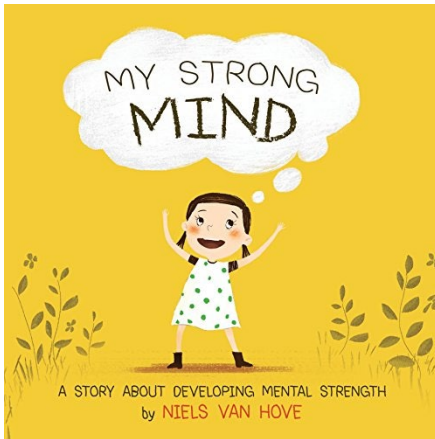


Visual arts : Self Talk Bracelet

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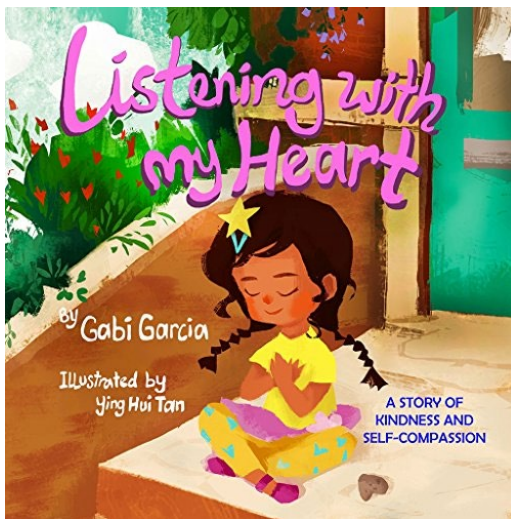
The Reflection in Me



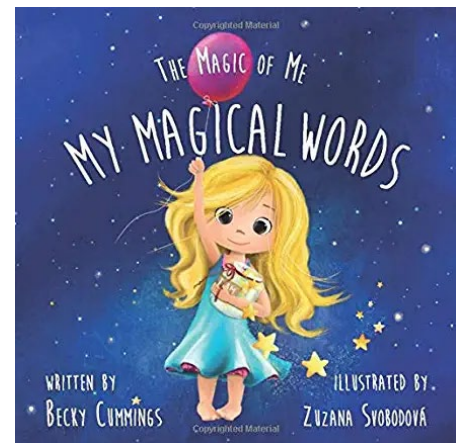
My Strong Mind
By Niels Van Hove



<https://youtu.be/D900XCu5XMg>
A heartwarming family film sharing themes of love, acceptance, and having a positive self-image.



Listening with my Heart:
A story of kindness and self-compassion
By Gabi Garcia



The Magic of Me: My Magical Words
By Becky Cummings

Fun Books and more activities

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keep sensory/fidgets needs readily available to provide sensory input (i.e. weighted vests, chewy necklaces, trampolines)

Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

-
- Note:
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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot



It was OK



I did not like it



- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Music: Sing myself a song!

Poetry and Visual Arts: I am Me!

Visual arts :Self Talk Bracelet

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 1: Skills for Learning
Using Self Talk

Parent Questionnaire

Preschool & Transitional Kindergarten

*Arts integrated
Social emotional Learning*

**Unit 2: Empathy:
Identifying own and others' feelings**

Note:

- Print onto the desired colored paper and cut along the printed black line.

Identify One's own & others' feelings

In these activities we will work on

- *Learning feeling words
- *Looking for clues on someone else's face and body
- *Focusing on what is happening

Unit 2: Empathy

Note:

- Print onto the desired colored paper and cut along the printed black line.
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Our Goal

- Family Engagement
- Improve Social-Emotional Skills
- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:

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Feelings Face Hop

Materials provided:

Sidewalk chalk

optional: visual cards of feelings



Directions:

Draw faces with different emotions on the ground using the sidewalk chalk. Call out the emotions and an action and do the action to the emotion called out

For example:

“Skip to the Happy face!” Or “Stomp to the MAD face!”

After you have called out a few feelings and actions, see if your child can call some out. You can use this as a Turn taking game!

creative movement:

Feelings Face Hop

Note:

- Print onto the desired colored paper and cut along the printed black line.
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Read, listen and sing along to the book

If you're Happy and you know it

retold by Steven Anderson

Directions:

Read and sing along to the book "If your Happy and Know it" retold by Steven Anderson

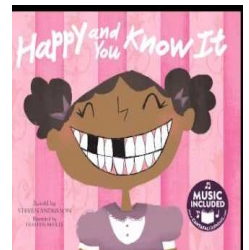
Change the song around and act out each emotion using your body, not just your facial expressions!

For example:

Happy: smile, arms up and jumping

Mad: Mad face, arms crossed , feet stomping

Sad, : crying face, hands wiping tears and body curled down.



"If you're (emotion) and you **know it move like this**

If you're (emotion) and you **know it move like this**

If you're (emotion) and you know it then your body will really show it, if your (emotion) and you know it, move like this"

Drama & music

If you're happy and you know it dance like this

Note:

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sensory bottle : Feelings

Materials provided:

Clear sensory bottle
Laminated pictures of various feelings depicted on children's faces
Water
Glitter



Directions:

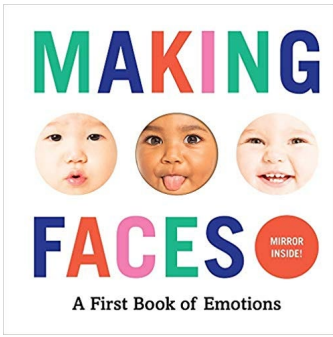
1. Carefully look at the pictures and talk about what you see on each child's face.
2. Next, create a sensory bottle with the different items provided.
3. Pick out a few of the pictures and put a them into the bottle.
4. Add glitter, sensory beads, and sequence into the bottle.
5. Add water to the bottle until it is about $\frac{3}{4}$ to the top of the bottle and add 1 drop of food coloring.
6. Screw top of bottle on very tightly and shake the bottle to mix everything well.

Once it has been mixed, use this opportunity to talk about the different feelings that your child is sees floating in the bottle. You can ask questions such as , " how do you know she is happy/ sad" ?

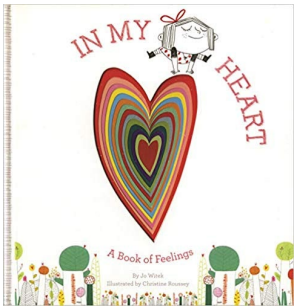
Visual arts & sensory: Sensory Bottle

Note:

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Making Faces: A First Book of Emotions
By Abrams Appleseed



In My Heart: A Book of Feelings (Growing Hearts)
By Jo Witek



Feelings in a Jar

Everyone needs to know how to name and express feelings. Each jar holds 365 little slips printed with “feelings words”—gleeful, insecure, grateful, angry, cranky, courageous, hopeful, and many more. Pull a slip and act out the feeling, or invite someone else to act out the emotion. Use as discussion starters, journaling prompts, or icebreakers for groups.



Feelings and Faces

Feelings and Faces is a craft and game where children get to explore their feelings and the feelings of others through various everyday situations. A pretend play craft and game to encourage emotional development and introduce self-regulation while building social skills through play.

Fun Books and more activities

Note: Print onto the desired colored paper and cut along the printed black line.

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Preschool learning foundations (PLF):

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3.0 Social and Emotional

Understanding: Seek to understand people's feelings and behavior

4.0 Empathy and Caring:

Demonstrate Concern for the needs of others and people in distress

Visual Art:

1.0 Notice, Respond, and Engage

2.0 Develop skills in visual art

3.0 Create, invent and express through visual art

Music:

1.0 Notice, respond and engage

2.0 Develop skills in music

3.0 Create, invent and express through music

Drama:

1.0 Notice, respond and engage

2.0 develop skills in drama

3.0 create, invent and express through drama

Dance

1.0 Notice, respond and engage

2.0 develop skills in drama

3.0 create, invent and express through dance

When children are able to understand and identify feelings

- They are able to put words and name their own feelings.
- They are able to start understanding that they are feeling a certain way and control their own reactions based on emotions.
- Have better social skills and exhibit less aggressive behaviors.

Students who are able to show empathy are able to

- make and keep friends.
- more likely to grow academically in a social setting such as in a school classroom.

Preschool Learning Foundations

Why It Matters

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Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

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I liked it a lot



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- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

creative movement: Feelings Face Hop

Drama & music: If you're happy and you know it dance like this

Visual arts & sensory: Sensory Bottle: Feelings

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
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Unit 2: Empathy:

Identifying own and others' feelings

Parent Questionnaire

Preschool
&
Transitional Kindergarten
Arts integrated
Social emotional Learning
Unit 2: Empathy:
Taking Others' perspectives

Note:

- Print onto the desired colored paper and cut along the printed black line.

Taking Others' Perspectives

In these we will work on

- Understanding that other people can have the same or different feelings about the same thing.
- Understanding that sometimes things can happen by accident

Unit 2: Empathy Taking others' perspectives

Note:

- Print onto the desired colored paper and cut along the printed black line.

Our Goal

- Family Engagement
- Improve Social-Emotional Skills
- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:

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Today, I feel....

Read the book : **Today I Feel Silly: And Other Moods That Make My Day**

Written by Jamie Lee Curtis

Materials provided:

Markers, colored pencils, crayons or paint.

Glue

Paper plates

Directions:

After reading the book, talk about the emotions people feel and why they may feel that way.

Use the art supplies provided and draw emotions on the paper plates. Then glue craft sticks onto the paper plates to make puppets.

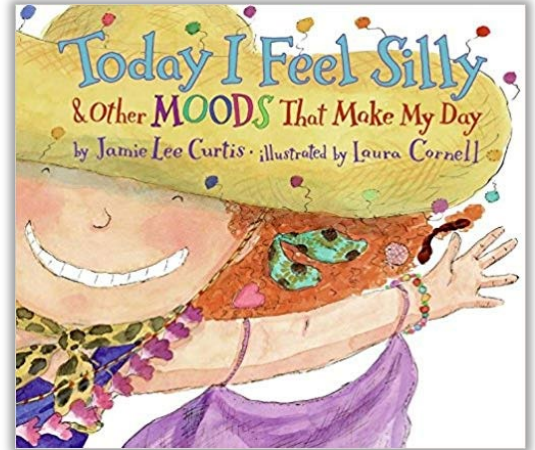
Use the puppets to put on a puppet show acting out the different emotions

Visual Arts & Drama:

Today I Feel...

Note:

- Print onto the desired colored paper and cut along the printed black line.
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Musical emotions game

Materials provided:

Emotions Cards

Free download from

<https://childhood101.com/helping-children-manage-big-emotions-printable-emotions-cards/>



Directions:

Lay the emotion cards on the floor to form a large circle

Put on some fun upbeat music and let your child walk, run, hop, jump, or dance from card to card.

Stop the music and then FREEZE!

Then take turns picking up the card you are standing on, or the card your child is standing on and (hiding it from their view) make a face or describe a situation where one might experience that feeling, and have them try to guess the feeling.

When you both have made your guesses, remove the card from the circle, start the music back up, and get moving again! Repeat the cycle until all the cards have been used.

Creative movement, drama & music Musical emotions game

Note:

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Read : Rosie's Glasses

by Dave Whamond

Materials provided:

Pipe cleaners
Paint brushes and paints
Paper

Directions:

After reading the book with your child,
Talk about how Rosie only saw grey and white colors when she was upset and not happy.

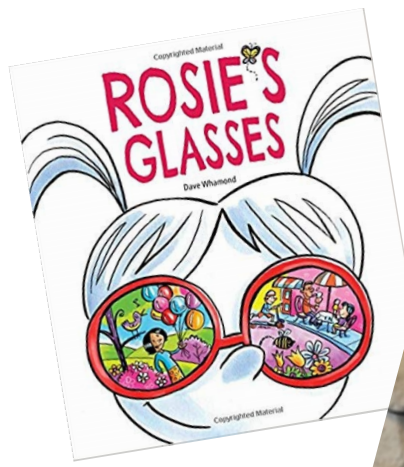
But after she found some glasses and put them on, it changed how she saw everything! Now that she was happy, she saw lots of color and everything looked brighter! Rosie changed her perspective! She changed how she saw everything around her!

- **Make glasses from the pipe cleaners.**
- **Put the glasses on and paint bright, happy pictures using the paints and paper.**

Visual arts Rosie's Glasses

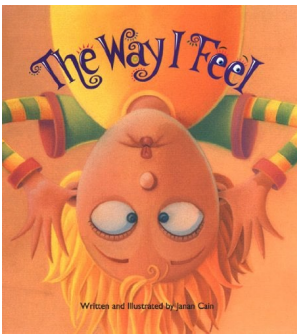
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Book: **The Way I feel**

by Janan Cain



Brybelly Feelings in a Flash - Emotional Intelligence Flashcard Game

My Feelings Game. Fun Educational Family Game to Help Kids Express Their Emotions and Learn self Regulation. Endorsed by Dr Temple Grandin and Other World Renown clinicians and Educators.

by Sensational Learners



[Feelings Song for Children](#) 🎵
[Emotion Songs for Kids with Words](#) 🎵 by [The Learning Station](#)

<https://youtu.be/ca8SUuG8vdA>

Fun Books and more activities

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Drama:

1.0 Notice , respond and engage

2.0 develop skills in drama

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Dance

1.0 Notice , respond and engage

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When children are able to understand and identify feelings

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- Label their own feelings
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Preschool Learning
Foundations

Why It Matters

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Token economy/system

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Adaptations

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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot 

It was OK 

I did not like it 

- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Creative movement, drama & music : Musical emotions game

Visual arts: Rosie's Glasses

Visual Arts & Drama: Today I Feel.

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 2: Empathy:

Taking Others' perspectives

Parent Questionnaire

**Preschool
&
Transitional Kindergarten**

Arts integrated

Social emotional Learning

**Unit 2: Empathy:
Showing care and concern for others**

Note:

- Print onto the desired colored paper and cut along the printed black line.

Showing Care and concern for others

In these activities we will work on

- Listening to others to show they care.
- Saying something kind or doing something to help someone else

Unit 2: Empathy

Showing care and concern for others

Note:

- Print onto the desired colored paper and cut along the printed black line.
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Our Goal

- Family Engagement
- Improve Social-Emotional Skills
- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

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**Leonardo, the
Terrible Monster**
By Mo Willems

A friend is...

Read the book **Leonardo, the Terrible Monster** and talk about what qualities Leonardo had that made him and his friend Sam such good friends .

As you have the discussion, write the qualities down.

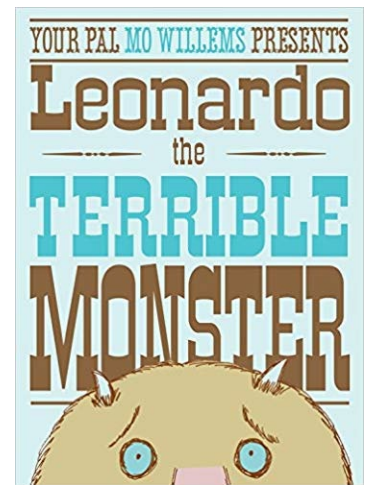
Use the qualities listed and fill in the sentences of the poem. For example, “ A friend is *caring*” and write a poem

A friend is _____

A friend is _____

A friend is _____

I can be a Great Friend!



Poetry :

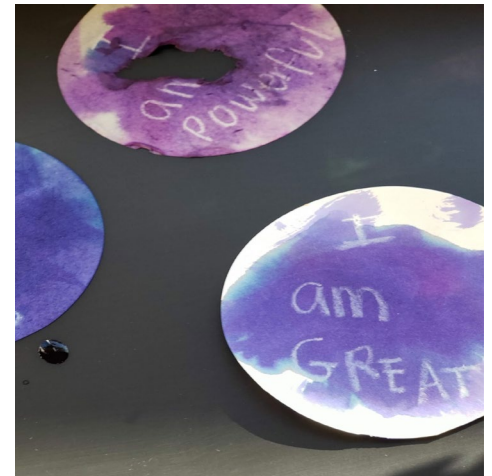
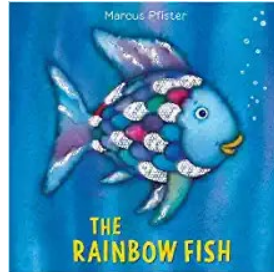
A friend is...

-
- Note:
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Read

The Rainbow fish

by Marcus Pfister



Materials:

Water color paints
Circle scales with a hidden message.

Directions:

Read and talk about the book, The Rainbow Fish. Discuss how the Rainbow fish felt about his shiny scales and what did with them to show kindness towards the other fish.

Talk about showing kindness to others and how we too can share and use nice words to show others how we care about them.

have your child use the water color paints to reveal a hidden message on the scale sent to him/her from the Rainbow fish!

visual Arts

The Rainbow Fish shows kindness

Note:

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Do Nice, Be Kind, Spread Happy

Materials provided:

Cardstock, Paint, classroom list of names with school address, postcard stamp



Do Nice, Be Kind, Spread Happy

Published by Kane Miller



Directions

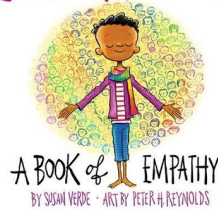
1. Read the book **Do Nice, Be Kind, Spread Happy**
2. Talk about **what it means to be nice and to send happiness**. Then tell him/her you will **make a postcard** and **send it to a friend** to send happiness.
3. **Paint and decorate** the blank side of the postcard.
4. Have your child **pick a friend** from the classroom picture group of friends
5. When the art work has dried, on the back side of the postcard write the friend's first name and the school address.
6. Have your child **write a short message** such as "Have a great day!" or he/she can state what message he/she wants you to write
7. Put a **stamp** on the top right hand corner
8. Take a walking trip to the mail box to **mail your card**.

Visual arts
Send a little Kindness

Note:

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I AM HUMAN



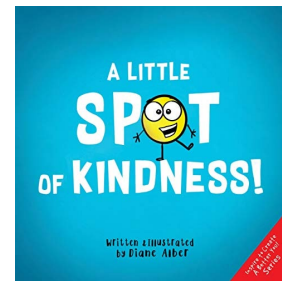
I am Human
By Susan Verde



Sunny and Stormy Day
Peaceable Kingdom
Sunny and Stormy Day
A Cooperative Sharing
Game for Kids!



Peaceable Kingdom Friends and Neighbors: The Helping Game Emotional Development Cooperative Game for Kids



A Little SPOT of Kindness!
by Diane Alber

Fun Books and more

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Drama:

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Token economy/system

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Adaptations




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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot  It was OK  I did not like it 

- Do you feel like your student was engaged with these activities?: He/she was engaged :

the whole time Some of the time Not at all

- Did you do all of the activities? (circle one):

all Some none

- Which was your favorite activity: (circle one)

Visual arts: Send a little Kindness

Poetry : A friend is...

visual Arts: The Rainbow Fish shows kindness

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write about or print a picture of you and your kiddo working on your favorite activity?

Unit 2: Empathy:

Showing care and concern for others

Parent Questionnaire

Preschool
&
Transitional Kindergarten
Arts integrated
Social emotional Learning

Unit 3: Emotion Management:
Understanding Strong feelings

Note:

- Print onto the desired colored paper and cut along the printed black line.

Understanding strong feelings

In these activities we will work on

*Learning feelings words

*Learning that it is ok to have strong feelings

*Learning that that everyone feels angry sometimes , but doing hurtful things when angry is not okay

Unit 3: Emotion Management

Note:

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Our Goal

Our GOAL is for your family to engage in activities that help your child recognize strong feelings and to learn strategies to calm those feelings. As a family, make some great memories as your child learns through these experiences!

Here are a few arts integrated, social emotional learning activities to help your child attain and improve his/her social emotional skills.

It is our hope that you and your child do these activities together to facilitate learning, and to most of all, use these skills in all areas of your child's life.

Have fun with it!!!

Our Goal

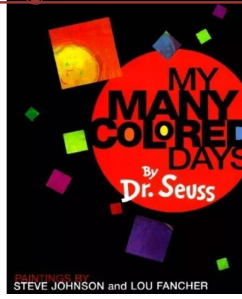
Note:

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My many Colored Days

Materials provided:

Colored scarves



Directions:

1. **Read through and discuss the story**
2. **Use props and/or movement to show the different colors and emotions.** Use the colored scarves and when you read each color have your child have hold the color scarf up.
3. At the end of the story, when it talks about days where all of the colors are mixed up, have your child **hold up the color** and **move like the animal** discussed on the page (like kicking their heels like the horse for red).

Drama & Creative Movement :

My Many Colored Days

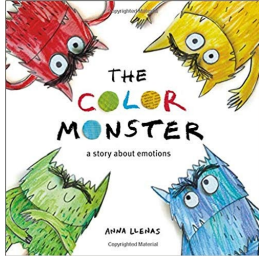
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Read

The Color Monster: A Story About Emotions

By Anna Llenas



Materials:

Playdough, googly eyes

Directions:

1. After reading the story talk about how the Color Monster wakes up feeling very confused because he feels angry, happy, calm, sad and scared all at once.
2. Discuss how he learns the names of each of his feelings and its colors. Then talk about and **dramatize your own emotions and their colors.**
3. Using the playdough and googly eyes, pick colors and **sculpt a monster** for emotions discussed.



4. Talk about what the monster looks like and ask your child why he/she chose that color for each emotion.

Drama & Visual Arts: Sculpt a Color Monster

Note:

- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.

Inside out Mixed Emotions

Materials provided:

- 1/2 cup clear glue
- 1/2 cup liquid starch
- Mini foam balls (various colors)
- 1/2 up warm water

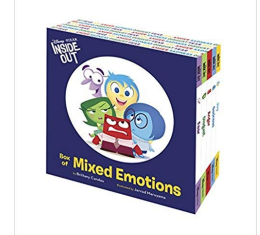
Directions:

1. Take some time and **read the books** from the Inside out box of mixed emotions. **Discuss each emotion.**
2. Talk about how emotions are all inside of us and we all have to take control of how we feel.
3. **Make floam** slime as a visual way to show how our feelings can be feel mixed up
4. Pour the clear glue and warm water in a bowl and mix.
5. Add in the liquid starch and stir. If it's still liquidy, add more starch until it stretches.
6. Slowly pour in the foam balls and mix. Squish and scrunch until you get a slime consistency.



Inside Out Box of Mixed Emotions

By Disney Book Group



Visual arts & sensory: Inside out mixed emotions

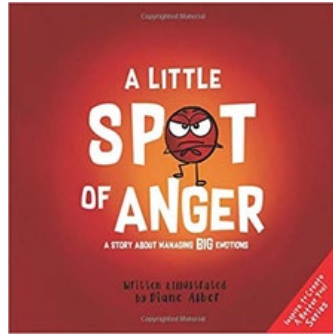
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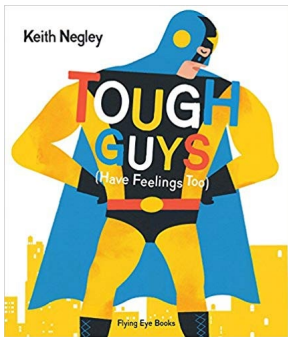
Guidecraft Better Builders Emotions

The Boy with Big, Big Feelings
By Britney Winn Lee

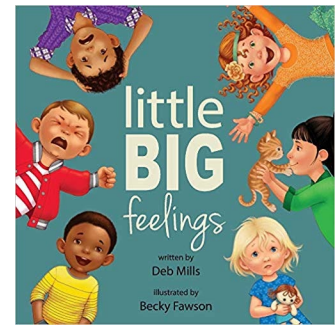


A Little SPOT of Anger: A Story About Managing BIG Emotions

By Diane Alber



Tough Guys Have Feelings Too
By Keith Negley



Little Big Feelings
By Deb Mills

Fun Books and more activities

Note:

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3.0 Social and Emotional

Understanding: Seek to understand people's feelings and behavior

4.0 Empathy and Caring:

Demonstrate Concern for the needs of others and people in distress

Visual Art:

1.0 Notice, Respond, and Engage

2.0 Develop skills in visual art

3.0 Create, invent and express through visual art

Music:

1.0 Notice , respond and engage

2.0 Develop skills in music

3.0 Create, invent and express through music

Drama:

1.0 Notice , respond and engage

2.0 develop skills in drama

3.0 create, invent and express through drama

Dance

1.0 Notice , respond and engage

2.0 develop skills in drama

3.0 create, invent and express through dance

Children with the skills to manage strong emotions such as anger, worry frustration and disappointment are more likely to :

- Get along with peers and make good choices.
- Cope with strong emotions and express them in socially acceptable ways
- Be successful in the classroom.

Preschool Learning
Foundations

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Picture activity schedule/ visual of step by step directions to allow your child to see what steps to take, and to provide a visual of the start and finish of the activity.

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Allow your child to **take a break** and come back to the activity if they request it.

Provide **flexible seating/boundary arrangements**.

Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot



It was OK



I did not like it



- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Drama & Creative Movement : My Many Colored Days

Drama & visual arts: Sculpt a monster

Visual arts & sensory: Inside out mixed emotions

Did you have fun? (Circle one): Yes no a little

- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

**Unit 3: Emotion Management:
Understanding Strong feelings**

Parent Questionnaire

Preschool
&
Transitional Kindergarten
Arts integrated
Social emotional Learning

Unit 3: Emotion Management:
Identifying one's own strong feelings

Note:

- Print onto the desired colored paper and cut along the printed black line.

Identifying One's own strong feelings

In these activities we will work on

- Learning how we feel feelings in our bodies.
- Understanding that some feelings are uncomfortable

Unit 3: Emotion Management

Note:

- Print onto the desired colored paper and cut along the printed black line.
- Attach to the previous page of the flip book.

Our Goal

- Family Engagement
- Improve Social-Emotional Skills
- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:

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Pout-Pout Feelings Fish

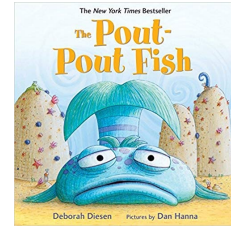
Materials provided:

Paper plates, Blue and purple tempera paint
Foam paint brush, Brad fasteners, Glue
Large, googly eyes,



The Pout-Pout Fish

By Deborah Diesen



Directions:

1. Read and talk about the book. Then make a Pout Pout Feelings Fish.
2. Paint two plates, and glued eyes only on one plate then left them to dry
3. Once the plates are dry, attach the two plates together with a brad fastener.
4. Cut out a triangular section, roughly 1/3 of the plate, from the bottom of the front plate.
5. Then, using a marker, draw a pouting mouth, smiling mouth, and kissing mouth on the bottom plate, such that one mouth appears at a time as you spin the front plate.

Visual Arts and Drama:

Pout -Pout Feelings Fish

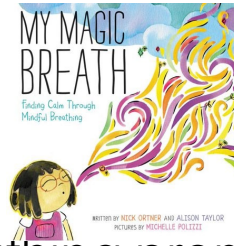
Note:

- Print onto the desired colored paper and cut along the printed black line.
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Magic Breath Pinwheels

Read the book

My Magic Breath: Finding Calm Through Mindful Breathing by Nick Ortner



Directions:

Read and follow along with the breathing prompts. Talk about how sometimes we all feel mad, sad, or worried. Practice using your magic breath

Make a pin wheel and practice!

1. Use the Water color paints on the pin wheel template. Then let dry.
2. Once dry, cut along the diagonal lines.
3. Starting at the bottom, bring each left hand corner to the center and secure with a dab glue.
4. Take a tack and poke a hole through the center of the pinwheel and attach to the eraser of your pencil. Make sure not to pin it all the way in, because you want there to be a space for the pinwheel to spin.
5. Now practice your magic breath and make the pinwheel spin.

Drama & visual arts

Magic Breath pin wheels

Note:

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I am MAD

Materials provided:

Pictures of individuals who are Mad.

Directions:

1. Carefully look at the pictures and talk about what you see on each child's face and body. Ask your child what he/she looks like when he/she is mad and what makes him/her mad.
2. Write down all the characteristics your child labels or describes as he/she looks at the emotion picture of Mad.
3. Write a poem together by filling in the blanks with the words your child labeled.

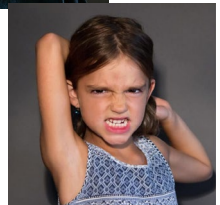


I am Mad

My face is _____



My hands are _____



My tummy feels _____



My voice is _____

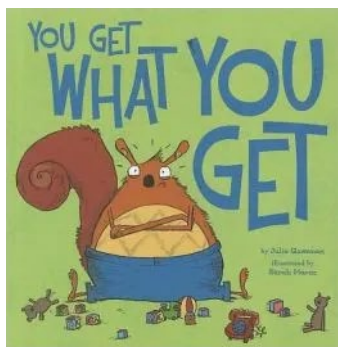


I am Mad!

poetry:
I am Mad!

Note:

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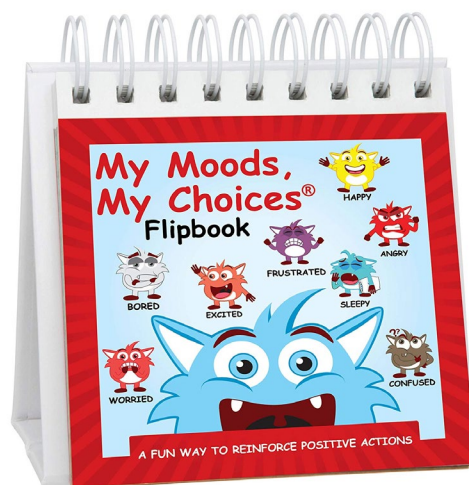
You Get What You Get by
Julie A. Gassman



Finn Throws a Fit
by David Elliot



How I'm Feeling - 52 Sentence Completion Cards to Get Children Talking About Their Feelings - Ideal for Parents, Teachers, Therapists and More - by Impresa



The Original Mood Flipbook for Kids; 20 Different Moods/Emotions; Autism; ADHD; Help Kids Identify Feelings and Make Positive Choices; Laminated Pages (Monster Flipbook)

Fun Books and more activities

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Preschool Learning
Foundations

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Token economy/system

Provide **choices to allow independence** and self-direction of activities.

Adaptations

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Please share your experience! (tear off and return to teacher):

Name: _____ Child's name: _____

- How did you like this unit? (circle one):

I liked it a lot



It was OK



I did not like it



- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Visual Arts and Drama: Pout -Pout Feelings Fish

Drama & visual arts: Magic Breath pin wheels

poetry: I am Mad

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write down or print a picture of you and your kiddo working on your favorite activity?

Unit 3: Emotion Management:

Identifying one's own strong feelings

Parent Questionnaire

Preschool
&
Transitional Kindergarten
Arts integrated
Social emotional Learning

Unit 3: Emotion Management:
Calming down strong feelings

Note:

- Print onto the desired colored paper and cut along the printed black line.

Calming down strong feelings

In these activities we will work on

- Finding strategies to help our bodies to calm down
- Being able to name feelings while feeling strong feelings

Unit 3: Emotion Management

Note:

- Print onto the desired colored paper and cut along the printed black line.
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- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

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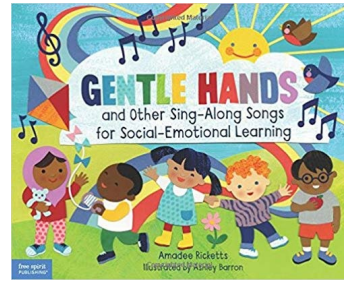
Note:

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Gentle Hands

Materials provided:

Gentle Hands Book and CD
Musical Instruments



Directions:

Listen, dance and sing along to the songs in the book. If you listen close enough the songs are written to familiar tunes!

- Talk about each of the songs and what they are about i.e. talk about the song A-N-G-E-R or My body belongs to me.
- Afterwards try to pick a familiar tune, like “Mary had a little lamb” or “twinkle, twinkle little star” and make up a song about emotions to it.
- Put on a concert for your family and perform the song!

creative movement & Music: Gentle Hands Sing along

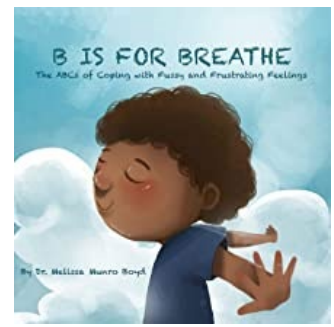
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Read the book

B is for Breathe: The ABCs of Coping with Fussy and Frustrating Feelings

by [Melissa Boyd](#)



Materials provided:

Breathing exercise cards (found
At <https://childhood101.com/fun-breathing-exercises-for-kids/>)

Directions:

Read the book with your child.

As you read, you will be given a coping strategy for each letter of the alphabet.

When you have completed reading the book. Use the **breathing exercise cards** and follow the movements on each card.

There are 8 simple breathing exercises that allow you to **use to your imagination, take deep breaths** and help to **learn new calming exercises**.

When you are done, talk about how each exercise made you feel. Keep these cards and use them the next time your child needs help calming down.

Drama & Creative movement B is for Breathe

BUMBLEBEE BREATHING ELEPHANT BREATHING



Note:

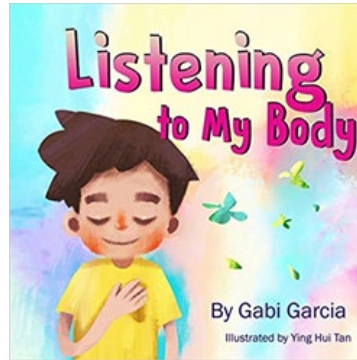
- Print onto the desired colored paper and cut along the printed black line.
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Listening to my body

Read the book

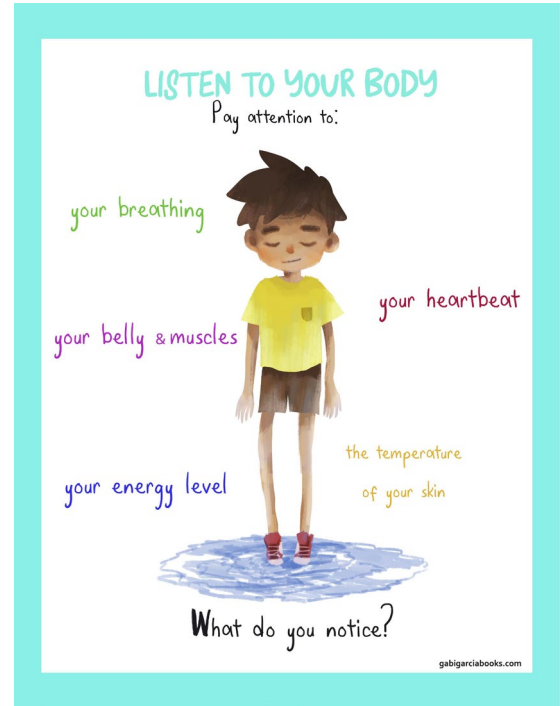
Listening to my body

by Gabi Garcia



Directions:

As you and your child read the book together, follow along with the exercises in the book.



This book helps us **listen to our bodies** as we learn to deal with **Big emotions** Such as anger and sadness.

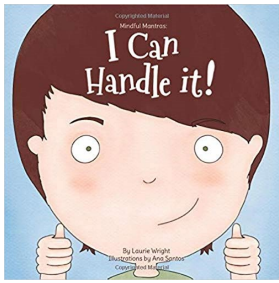
As you read the book aloud to your child **do the actions** and **have your child copy your actions**.

Refer to the posters and visuals provided in the book. Make sure you are in a **calm and quiet area** as you read this book.

Creative movement & sensory: Listening to my body

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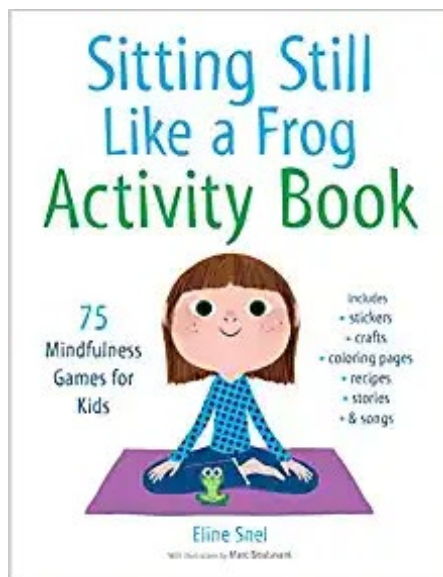
CHARLOTTE AND THE QUIET PLACE
BY DEBORAH SOSIN



I Can Handle It (Mindful Mantras)
By Laurie Wright



Beadeez Stress Relief Squeezing Balls 3-
Pack for Kids and Adults by YoYa Toys



Sitting Still Like a
Frog Activity Book:
75 Mindfulness
Games for Kids
by Eline Snel

Fun Books and more activities

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Not at all

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- Which was your favorite activity: (circle one)

creative movement & Music: Gentle Hands Sing along

Drama & creative movement: B is for Breathe

Creative movement & sensory: Listening to my body

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
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Unit 3: Emotion Management:
Calming down strong feelings

Parent Questionnaire

Preschool
&
Transitional Kindergarten
Arts integrated
Social emotional Learning
Unit 4: Friendship Skills and Problem-Solving
Fair Ways to Play

Note:

- Print onto the desired colored paper and cut along the printed black line.

Playing with Friends

In this unit we will work on

- Playing fair
- Making and Keeping Friends
- Calming down and using problem-solving steps

Unit 4: Friendship Skills and Problem-Solving Fair Ways to Play

Note:

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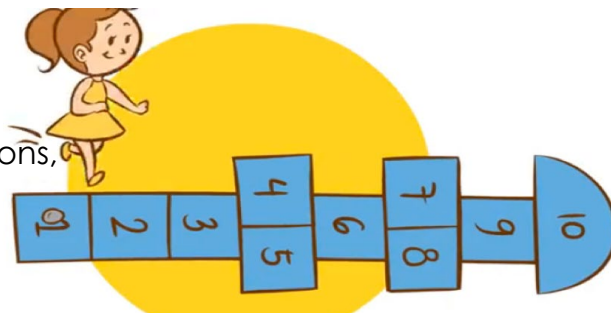
Note:

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Let's Play Hopscotch

Materials provided:

Painters tape/chalk
Hopscotch Markers (or you can find rocks, shells, buttons, sticks)



Directions:

- Using the painter's tape or chalk, make a hopscotch with ten numbered sections on the ground.
- Take turns tossing your marker in a square beginning with number 1 and continuing sequentially.
- The first player stands behind the starting line to toss his or her marker in square one.
- Hop over square one to square two and then continue hopping to square ten, turn around, and hop back again.
- Pause in square two to pick up the marker, hop in square one, and out.
- All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square.
- A player must always hop over any square where a marker has been placed.

Adaptations:

- If your child cannot hop on one foot, allow them to jump with both feet instead.
- For younger children simply hopping across the single versus double squares can provide hours of fun.
- As your child gets better, you can have players continue their turn until they miss the box they are trying to throw into.

Fair Ways to Play Movement Activity

Note:

- Print onto the desired colored paper and cut along the printed black line.
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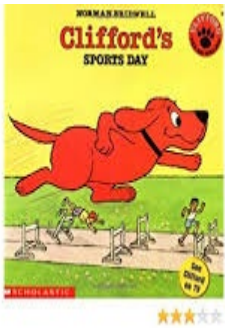
"The Fair Ways to Play"

song from Second Steps

Directions: Sing this song together.

Act out the words.

Begin this activity by reading the book Clifford's Sports Day by Norman Bridwell to your child.



The Fair Ways to Play Song

♩ = 86
Calyres C

1. When we both want the new, new toy right at the same, same time;
2. When we both want the red, red paint right at the same, same time;
3. When we both want the cool, cool bike right at the same, same time;
4. If we want to be good, good friends and have fun, fun to - gether

5. when we both start to grab, grab it what, what can we do?
when we both start to grab, grab it what, what can we do?
when we both start to grab, grab it what, what can we do?
try the fair ways to play, play, play sing, sing them out loud.

9. We can share, we can trade, We can take turns

12. with each oth - er. We can share, we can trade.

15. Let's take turns with one an - oth - er now. La la la

18. la la la la la la la la la la la la la la la



Music & Drama

The Fair Ways to Play Song Activity

Note:

- Print onto the desired colored paper and cut along the printed black line.
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Crepe Paper Wand- Friendship Dance Off

Materials provided:

- Paper wand
- Crepe paper
- Glue (If you have it at home, use a hot glue gun for extra strength)
- Tape

Directions:

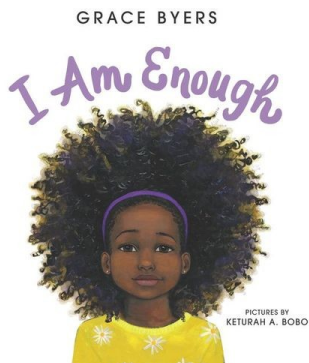
1. Cut strips of crepe paper about 24 inches long.
2. Glue or tape the strips to the inside or outside top of the wand.
3. Put on your favorite music and take turns moving/dancing with the wand.
4. End by dancing with your wands together, but make sure to stay in your self-space. Move high and low, fast and slow, twirl and leap.



Visual Arts, Music, Movement, Dance Crepe Paper Wand

Note:

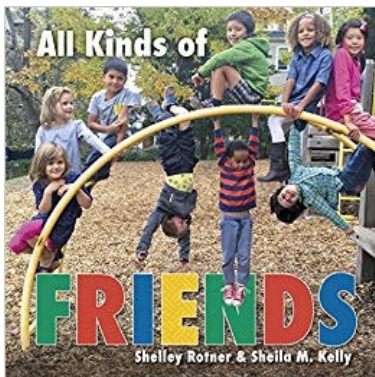
- Print onto the desired colored paper and cut along the printed black line.
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I Am Enough
By Grace Byers

More books to read or
listen to:

Character Counts Fairness Comes First from Scholastic Books

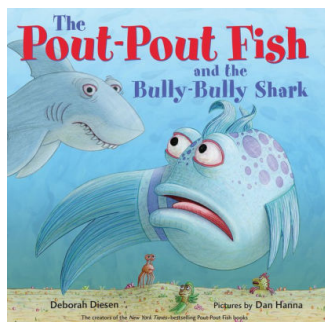


All Kinds of Friends
By Shelley Rotner
& Sheila M. Kelly

A Song to Sing

“Be a Friend” song by Emily
Arrow on Spotify

Stinky Tales Episode 2: Play Fair
<https://www.youtube.com/watch?v=X7YsdHJhLfY>



The Pout-Pout Fish and the Bully-Bully Shark

BY Deborah Diesen

Visit this website for a family “Walk in someone else’s shoes” activity. A book suggestion is given.

<https://www.sunnydayfamily.com/2018/03/fairness-for-kids.html>

Fun Books and more

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1.0 Notice, Respond, and Engage

2.0 Develop skills in visual art

3.0 Create, invent and express through visual art

Music:

1.0 Notice, respond and engage

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Drama:

1.0 Notice, respond and engage

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Dance

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- are more positive in the classroom
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CA Preschool Learning
Foundations

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Token economy/system

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I liked it a lot 

It was OK 

I did not like it 

- Do you feel like your student was engaged with these activities?:
He/she was engaged :

the whole time

Some of the time

Not at all

- Did you do all of the activities? (circle one):

all

Some

none

- Which was your favorite activity: (circle one)

Movement: Taking Turns Hopscotch

Drama & music: The Fair Way to Play song and act out

Visual arts music, movement, dance: Crepe Paper Wand Friendship Dance-Off

- Did you have fun? (Circle one): Yes no a little
- Do you have any suggestions, or anything you want to share regarding this unit? (please write on the back or attach to this page)
- Would you like to write about or print a picture of you and your kiddo working on your favorite activity?

Unit 4: Friendship Skills and Problem Solving
Fair Ways to Play

Parent Questionnaire

**Preschool
&
Transitional Kindergarten**

Arts integrated

Social emotional Learning

Unit 4: Friendship Skills and Problem-Solving
Calming down before solving a problem

Note:

- Print onto the desired colored paper and cut along the printed black line.

Problem Solving

In this unit we will work on

- Calming down before trying to solve a problem
 - Using words to say the problem
 - Thinking of solutions to problems
- Speak up assertively in response to situations

Unit 4: Friendship Skills and Problem-Solving Calming down before solving a problem

Note:

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Our Goal

- Family Engagement
- Improve Social-Emotional Skills
- Learn through experiences
- Create lasting memories

How

- Through arts integrated and social emotional learning activities

Have fun with it!!!

Our Goal

Note:

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Let's Paint it Out!

Materials provided:

Paint, paint brushes
Shaving cream
Paper



Directions:

- Using the paint and paint brush, paint a picture to help you calm down.
 - As your child is painting, talk with them about how they are feeling at the moment.
 - Have your child breathe deeply while painting.
 - Once they have completed their painting, have them talk about what the problem had been.
- **If you would rather, you can use shaving cream on a cookie sheet or outside on something plastic and just have fun "painting" with that. Clean up is easy with a hose!

Adaptations:

- Use a squeeze bottle for paint if your child cannot use a paintbrush.
- Paint on a plastic table cloth
- Put a big piece of paper on the wall and have your child try to draw using their feet or mouths or elbows to hold the writing tool.

Problem Solving through Visual Arts

Calming Down before Talking about a Problem

Note:

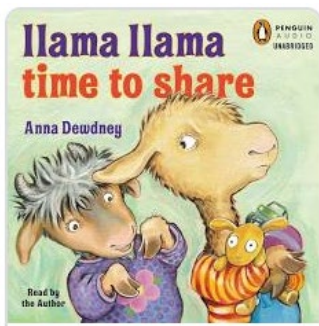
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"I can be a Problem Solver" Song

song from A Pocket Full of Preschool

Directions: * Sing this song together. * Act out the words. * Use puppets.

Begin this activity by reading the book llama llama time to share by Anna Dewdney



I CAN BE A PROBLEM SOLVER SONG

Singing is a fun and active way to practice the problem solving techniques. Sign the song to the tune of "Mary had a Little Lamb". If you have puppets you can use them for this song! Puppets just make it more fun! It also allows them to be someone else and some students will be more verbal if they can pretend to be someone else.
At the end of each verse, students can act out the problem solving technique (with or without puppets).

Song

I can be a problem solver, problem solver,
problem solver.
I can be a problem solver:
Let me show you how.

I can ask, ask, ask. I can ask.
Let me show you how.
(Students turn and ask their friend, "Can I have one?")

I can say please stop, please stop, please stop. I
can say please stop.
Let me show you how.
(Students turn and tell their friend, "Please stop.")

Sing and act out each problem solving solution.

POCKET OF PRESCHOOL

Add your own verses to the song

Music & Drama

I Can be a Problem Solver Song Activity

- Note:
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Nature Walk to help Calm Down

Directions:

- Take a 15 minute walk in nature.
- Talk about what you see, collect found items.
- If you have the ability, take pictures of what you see so you can talk about them later.
- Write a poem after the walk about what you saw and how it made you feel.

Poem:

I found a _____.

It made me

feel _____.

It looked _____.

It felt _____.

I found a _____.

It made me

feel _____.

It looked _____.

It felt _____.



Visual Arts, Movement, Poetry Nature Walk for Calming Down to Solve Problems

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Problem Solving

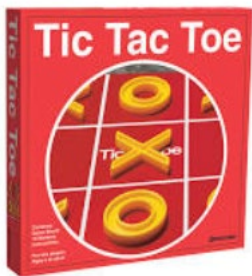
book list



Games to Play and other fun activities

Wooden Puzzles

Tic-tac-toe



Building with blocks



Fun Books and more

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Token economy/system

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Adaptations

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Not at all

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- Which was your favorite activity: (circle one)

Visual Arts: Let's Paint it Out

Drama & music: I am a Problem Solver song and acting it out

Visual arts, movement, poetry: Nature walk and poetry

- Did you have fun? (Circle one): Yes no a little
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Unit 4: Friendship Skills and Problem Solving
Calming down before solving a problem

Parent questionnaire

Preschool
&
Transitional Kindergarten
Arts integrated
Social emotional Learning

unit 4: Friendship Skills and Problem-Solving
Finding Solutions and being Assertive

Note:

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In this unit we will work on

- Calming down before trying to solve a problem
 - Using words to say the problem
 - Thinking of solutions to problems
- Speak up assertively in response to situations

Unit 4: Friendship Skills and Problem-Solving Finding Solutions and being Assertive

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Our Goal

Steps to Finding Solutions

Materials provided:

Solution/Problem solving chart
puppets

Directions:

- Make up different situations and have your child point to the picture on the chart that would work to solve the problem. Do this several times so they begin to understand that there are easy ways to solve problems.
- Use puppets to act out different situations that would need a problem to be solved.



Problem Solving through Acting

Finding Solutions to a Problem

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Self Portrait to enhance assertiveness

Materials Provided: Paper, crayons, markers

Directions:

- Draw a self portrait with your name, age favorite foods, things you like to do, etc. Have each family member participate.
- When done, each person talks about their own.
- This activity helps children to understand that everyone has different likes and that is okay. There is no reason to feel bad for something you enjoy.

Adaptations: Have children cut pictures from magazines if they have difficulty drawing.



Visual Arts

Self Portrait to enhance assertiveness

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Assertiveness Role Playing

Directions:

- Using dolls or puppets and some toys, practice having one person take away the “toy” from the other.
- The person who had the “toy” taken away says, “I was using that right now, but when I am done, I will be happy to give it to you to play with.”
- Talk about how sharing doesn’t mean you always have to give up what you are playing with, but you can find other solutions.
- Take turns being the “taker” and think up different ways to stand up for yourself.

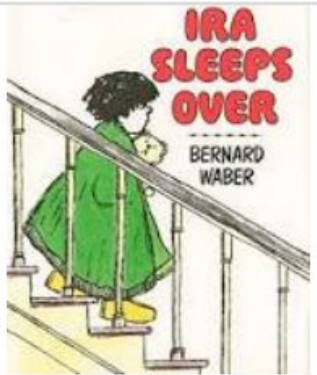


Drama Assertiveness Role Playing

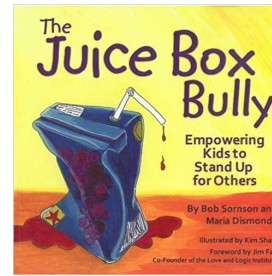
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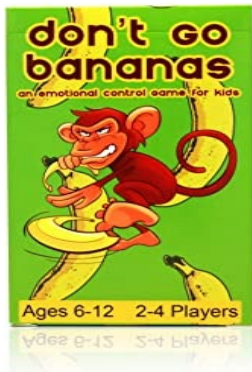
Problem solving and Assertiveness



Ira Sleeps Over by Bernard Waber:
Ira is in a situation. He is sleeping over at a Friend's. He usually sleeps with his teddy bear. Is it okay to bring it with him?



The Juice Box Bully: Empowering Kids to Stand Up for Others
by Bob Sornson and Maria Dismundy



Don't Go Bananas - A CBT Game for Kids to Work on Controlling Strong Emotions



Briarpatch Pete The Cat The Missing Cupcakes Game Based On The Popular Book Series
by Briarpatch

Games to Play and other fun activities

Fun Books and more

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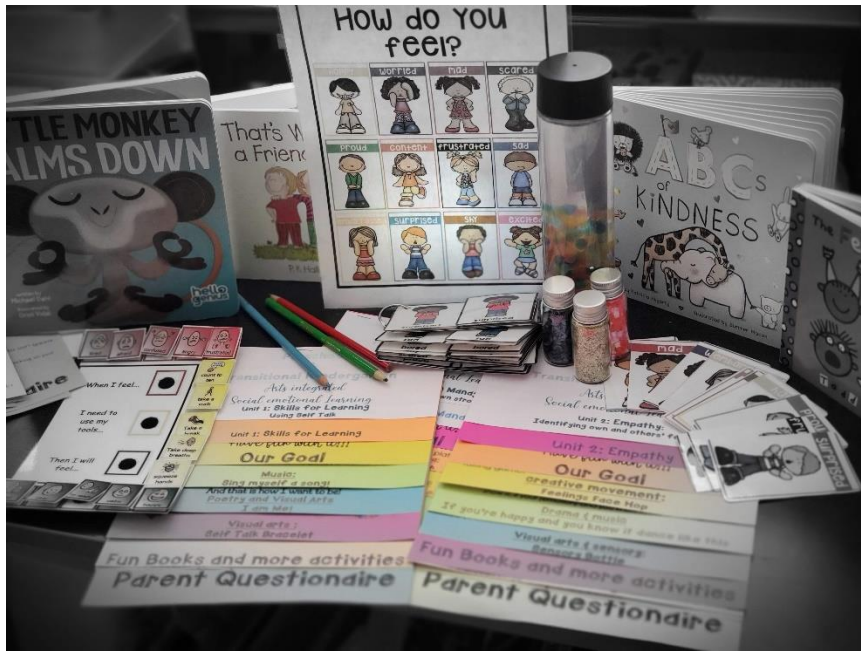
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Drama: Assertiveness Role Playing

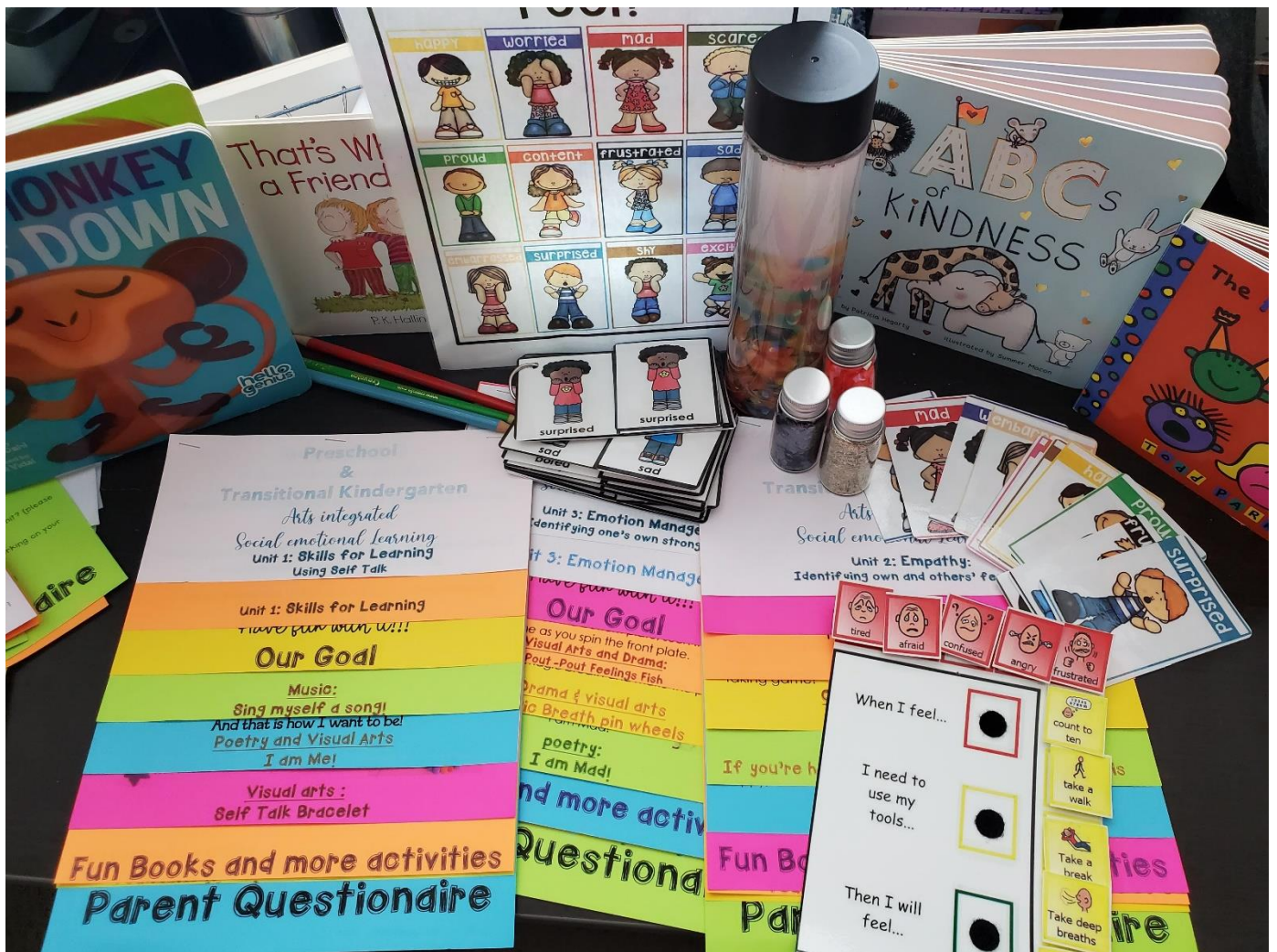
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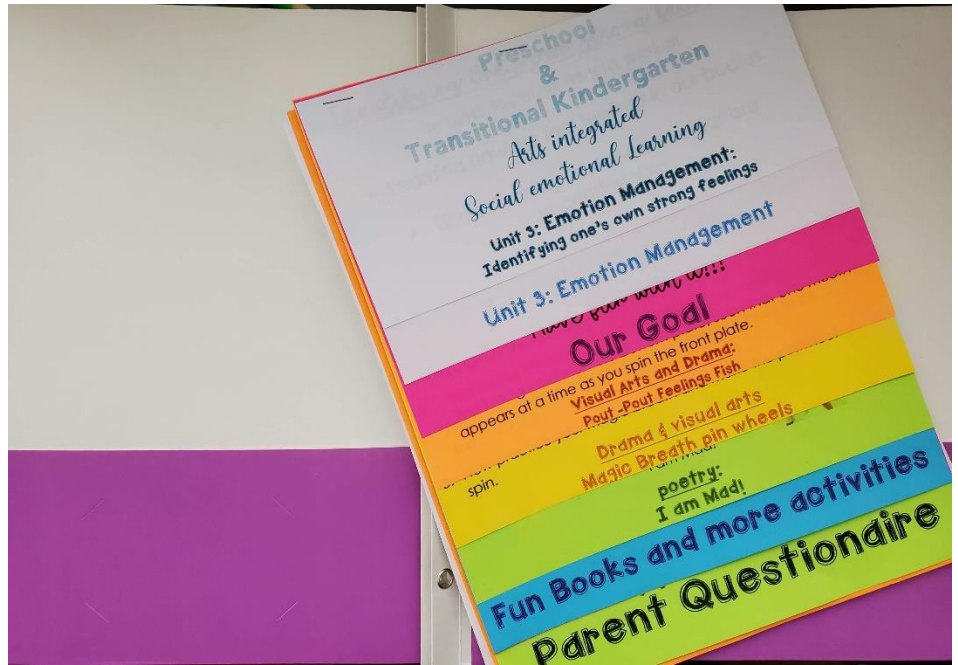
Parent questionnaire



Picture Samples!



Easy-to-read Flip books



Visual samples that can be included in backpacks as adaptations for non-verbal or English language learning students



