

# Video Discussion Tip Sheet

## Belly Breathing



1) Put your hands on your belly.



2) Take a deep breath to fill your belly with air.



3) Hold your breath and count to 5.



4) Slowly blow out all the air.



### Watch together! Then talk about:

### Practice together! Then talk about:

### Additional Tips

- ✓ How did Nico feel when the block tower fell over?
- ✓ Can you think of a time when you felt like Nico did?
- ✓ How did Nico feel after trying Belly Breathing?
- ✓ Do you remember the steps in Belly Breathing?

- ✓ When you take a deep breath, where in your body do you feel it go?
- ✓ How do you feel after trying Belly Breathing?
- ✓ What was your favorite part about Belly Breathing? What parts were tricky?
- ✓ When do you think you could use Belly Breathing?

- ✓ Take a break and try again later if kids are distracted, frustrated, or forcing their breathing - learning something new may need lots of repeating.
- ✓ Not every kid will like every strategy. If a kid doesn't like Belly Breathing, try another!



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# Video Discussion Tip Sheet

## Shake Out the Yuck



- 1) Imagine heavy thoughts or feelings as yucks.
- 2) Pretend those yucks are stuck all over your body.
- 3) Move your body all around to shake out those yucks.



### Watch together! Then talk about:

- ✓ How was CJ feeling before going on stage?
- ✓ Can you think of a time when you felt nervous like CJ?
- ✓ What did you notice Mena did that was helpful for CJ?
- ✓ How did CJ feel after Shake Out the Yuck?

### Practice together! Then talk about:

- ✓ How did your body feel while you were trying Shake Out the Yuck?
- ✓ How do you feel after practicing Shake Out the Yuck?
- ✓ In what situations do you think you could use Shake Out the Yuck?
- ✓ What yucky or stormy feelings do you think Shake Out the Yuck could help with?

### Additional Tips

- ✓ Make sure you have plenty of space to practice the strategy — we don't want anyone to get hurt!
- ✓ If a kid isn't sure where or when they could use Shake Out the Yuck, suggest a recent time that they were working on moving on from being upset.



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# Video Discussion Tip Sheet

## Ground it Down

1) Stand or sit really still.



2) Plant your feet into the ground.



3) Squeeze your muscles tightly and count to 5.



4) Release the squeeze and let out a big sigh.



### Watch together! Then talk about:

### Practice together! Then talk about:

### Additional Tips

- ✓ Do you remember why Mena was frustrated when working on the poster?
- ✓ How did Mena feel after trying Ground It Down?
- ✓ Why do you think Mena was able to finish the project after using Ground It Down?

- ✓ What does it feel like when you push your feet into the ground and squeeze your muscles?
- ✓ How do you feel after trying Ground It Down?
- ✓ What was your favorite part about Ground It Down? What parts were tricky?
- ✓ Where and when do you think you could use Ground It Down?

- ✓ If it's hard to come up with ideas about where and when to use the strategy. You could first work to identify challenging situations, and then re-imagine how it could be different if you used Ground It Down.



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# Video Discussion Tip Sheet

## Chillax in my Head



1) Imagine a place where you feel happy and relaxed.



2) Think about what you can see, hear, smell, and touch when you are there.



3) Pretend to be there until you feel chillax in your head.



### Watch together! Then talk about:

### Practice together! Then talk about:

### Additional Tips

- ✓ Why was CJ feeling overwhelmed and anxious at the ice cream counter?
- ✓ Can you think of a time when you felt like CJ?
- ✓ How did CJ feel after trying Chillax in My Head?
- ✓ Can you think of a space where you feel calm and safe?

- ✓ What can you see, hear, smell, or touch in your happy place?
- ✓ How do you feel after practicing Chillax in My Head?
- ✓ What was your favorite part of Chillax in My Head? What parts were tricky?
- ✓ Where and when do you think you could use Chillax in My Head?

- ✓ If kids are struggling to think of a place, consider offering some examples - a place to complete a favorite hobby, a favorite store, somewhere in nature, or a comfortable spot at home.
- ✓ Model thinking of your happy place. Describe what you see, hear, smell, and touch.



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# Video Discussion Tip Sheet

## Float Your Boat



- 1) Imagine you are on a boat.
- 2) Pretend your heavy feelings are rocks making your boat start to sink.
- 3) Write or draw each heavy feeling on a piece of paper.
- 4) Crumple up each paper to make a rock.
- 5) Throw your rocks overboard to float your boat!



### Watch together! Then talk about:

- ✓ What was making CJ so nervous?
- ✓ How do you feel before you meet new people?
- ✓ What did CJ draw on the pieces of paper?
- ✓ How did CJ feel after throwing those rocks full of heavy thoughts off the boat?

### Practice together! Then talk about:

- ✓ What heavy thoughts did you write or draw on your pieces of paper?
- ✓ How did it feel to crumple up your heavy thoughts into rocks?
- ✓ How do you feel after using Float Your Boat?

### Additional Tips

- ✓ It is helpful to have some scrap paper on hand to practice this strategy!
- ✓ Allow kids to take their time as they draw or write down their heavy thoughts. This step can be just as helpful as throwing the heavy thought off their boat.



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# Video Discussion Tip Sheet

## Turn the Dial



1) Imagine a dial with lots of different feelings.



2) Check what feeling your dial is on right now.



3) Turn your dial to a different spot and think about how you feel.



4) Keep turning until you find a spot where you feel your best.



### Watch together! Then talk about:

### Practice together! Then talk about:

### Additional Tips

- ✓ Why was Nico upset that the sweater was too small?
- ✓ Can you think of a time when you were upset like Nico?
- ✓ Do you remember what Nico did to think differently about the sweater not fitting?
- ✓ How did Nico feel after using Turn the Dial?

- ✓ How were you feeling before we tried Turn the Dial?
- ✓ How do you feel after using Turn the Dial?
- ✓ What was your favorite part about the steps in Turn the Dial?
- ✓ Can you think of a problem you had recently? How could you Turn the Dial to see it another way?

- ✓ To brainstorm ideas for using the strategy, first think of some recent situations that were challenging. Then, brainstorm some new ways of thinking about the situation! For example, did it lead to any opportunities, teach a lesson, or allow for additional practice of something else?



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# Video Discussion Tip Sheet

## Push the Clouds



1) Imagine heavy feelings are dark clouds in the sky. 

2) Push the dark clouds away and say the rhyme:

Push the clouds away,  
Until the sky is clear.  
Send away the heavy thoughts,  
And bring the sunshine near!



3) Keep pushing until the sun shines through.



### Watch together! Then talk about:

- ✓ Can you remember what made Nico want to quit painting?
- ✓ What did Mena suggest they do to help Nico's feelings be lighter?
- ✓ How did Nico feel after pushing the dark clouds away?
- ✓ What could we say together to push the clouds?

### Practice together! Then talk about:

- ✓ What did your body do to practice Push the Clouds?
- ✓ How were you feeling before you tried Push the Clouds?
- ✓ What parts did you like about Push the Clouds?
- ✓ When would be a good time to use this strategy?

### Additional Tips

- ✓ Practice the rhyme with kids! It will be easier for kids to apply this strategy if they are more familiar with the rhyme.
- ✓ Kids love seeing adults practicing the strategies with them! Don't be afraid to lean into the strategy and do the movements along with them.



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## Smell the Roses



1) Pause what you are doing.



2) Pay attention to what you can see, hear, smell, and touch.



3) Notice how you feel.



### Watch together! Then talk about:

- ✓ What was Mena doing when CJ first came outside?
- ✓ Can you remember what CJ and Mena saw, heard, smelled, and felt?
- ✓ What can you see, hear, smell, and feel in this room?
- ✓ How did CJ and Mena feel after they tried Smell the Roses?

### Practice together! Then talk about:

- ✓ How were you feeling before trying Smell the Roses?
- ✓ What did you see? Hear? Smell? Feel?
- ✓ Did any of your feelings change after you used Smell the Roses?
- ✓ When do you think Smell the Roses would be helpful to use?

### Additional Tips

- ✓ Smell the Roses is about slowing down and being mindful. It can be especially helpful when feeling anxious or overwhelmed.
- ✓ If kids get stuck on a particular sense, consider pointing to your eyes, nose, ears, or hands to prompt. Then, point to something you see, smell, hear, or feel.



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# Video Discussion Tip Sheet

## Feel it Together



- 1) Pay attention to feelings that are heavy. 
- 2) Share those feelings with someone you know. 
- 3) Notice if sharing helped those feelings be lighter. 

### Watch together! Then talk about:

### Practice together! Then talk about:

### Additional Tips

- ✓ How was Mena feeling at the start of the story? Why was Mena feeling that way?
- ✓ Can you think of a time when you felt sad and lonely like Mena did?
- ✓ Why do you think Feel It Together helped Mena?

- ✓ What example did you use to try Feel it Together? Who did you try it with?
- ✓ Do you feel any different after sharing your heavy feelings?
- ✓ Who can you ask to Feel it Together with you?

- ✓ If kids use vague language to describe their emotions, consider saying, "It sounds like you are feeling [disappointed] about [losing the game]."
- ✓ You might then describe what led you to this conclusion: "You are feeling sad and wish that you had won the game." This will help kids to learn and apply more specific language about emotions.



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# Video Discussion Tip Sheet

## Bring a High 5!



1) Notice when someone does something you appreciate.



2) Work together to make a special High 5!



3) Bring your High 5! to show you appreciate them.



### Watch together! Then talk about:

- ✓ How did Nico feel after coming back from the dentist?
- ✓ What different High 5's did Nico, Mena, and CJ use together?
- ✓ What are the most important parts to remember when making a special High 5 with someone?

### Practice together! Then talk about:

- ✓ How did it feel after Bringing a High 5?
- ✓ What other types of High 5s would you like to try?
- ✓ Can you think of other people who you would like to make a High 5 with?
- ✓ When is a good time to Bring a High 5!? When might we need to wait to Bring a High 5!?

### Additional Tips

- ✓ Don't forget to remind kids that they need to ask for others' permission before creating a special High 5! with them. Everyone has comfort levels feelings about physical contact.
- ✓ You can brainstorm fun ways to Bring a High 5! in which kids don't touch to be sure it's fun for everyone!



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# Video Discussion Tip Sheet

## Be a Kind Helper



1) Find someone you can help.



2) Do something to help them.



3) Notice how you feel after helping.



### Watch together! Then talk about:

- ✓ Do you remember what was bothering Nico at the beginning of the story?
- ✓ What did CJ suggest trying to help Nico feel better?
- ✓ How did Nico feel after trying Be a Kind Helper? Why do you think Nico felt that way?

### Practice together! Then talk about:

- ✓ How does it feel to do something nice for someone else?
- ✓ How do you think Being a Kind Helper made the person you helped feel?
- ✓ Who else might you use Be a Kind Helper with?
- ✓ How do you think you could Be a Kind Helper to them?

### Additional Tips

- ✓ When you spot kids helping out, thank them for "being a kind helper" to reinforce this language.
- ✓ Share about a time when you helped someone, or someone helped you, and how you felt afterward. This models that being kind is something adults do for one another, too!



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# Video Discussion Tip Sheet

## 3 Friendly Wishes



- 1) Think of 3 Friendly Wishes to share with someone.
- 2) Write or draw these wishes on a piece of paper.
- 3) Share your 3 Friendly Wishes with that someone.
- 4) Notice how each of you feels.



### Watch together! Then talk about:

### Practice together! Then talk about:

### Additional Tips

- ✓ Do you remember what was bothering CJ at the beginning of the story?
- ✓ What is a Friendly Wish?
- ✓ What were the Friendly Wishes Nico sent to CJ?
- ✓ Why did Nico send those wishes to CJ, and how did CJ feel after getting them?

- ✓ Can you think of someone who would like to receive 3 Friendly Wishes?
- ✓ What 3 Friendly Wishes could you send to them?
- ✓ How will you send your 3 Friendly Wishes to them?
- ✓ How do you feel after sending someone 3 Friendly Wishes?

- ✓ At first, kids may be more likely to identify Friendly Wishes they would like for themselves.
- ✓ With practice, kids will get better at identifying Friendly Wishes that benefit another person.
- ✓ You can help kids identify wishes for others with questions like "What does \_\_\_\_\_ enjoy doing?" or "What helps when you aren't feeling well?"



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