SECTION 2

Problem Solving
Children face problems and challenges every day. Learning how to deal with these problems, and the feelings they cause, is a key part of developing skills for resilience. Over the next five weeks, you’ll help children to develop simple, easy to remember, problem solving strategies.

Children will

- Practice identifying the feelings that problems cause.
- Learn and practice the Breathe, Think, Do strategy.
  - **Breathe:** Practice breathing in slowly through the nose, and out slowly through the mouth three times.
  - **Think:** Use the strategy, “What’s the problem? What’s the plan?” to name the issue they are facing, and state a possible plan before trying it.
  - **Do:** Use the strategy, “Try, try again.” Most things are learned through repetition. When something doesn’t work, often the best plan is to try again.
  - Understand that when they can’t do something, it just means they can’t do it yet. They have to keep practicing until they learn how to do it.
  - Identify who can help solve problems by using the strategy, “Ask for help.” As part of this, together you will talk about who is in a child’s “circle of care.”
Tips

- Throughout these weeks, help children name their feelings when they have a problem, and remind them of the feeling words they now know.
- Although the individual parts of the Breathe, Think, Do strategy are taught bit by bit over the next five weeks, you can prepare students by using the language from each week earlier on.
  - Encourage children to take slow, deep breaths whenever they are upset.
  - When children are confronting a problem, ask, “What’s the problem? What’s the plan?”
  - Any time a child is struggling with something, say, “It’s not that you can’t do it. You just may not be able to do it yet. You have to try, try again!”
Week 6
Breathe, Think, Do

Problem Solving: This week children will learn how to stay calm when they have a problem.

Children will
• Learn the three steps to solving a problem with the Breathe, Think, Do strategy;
• Practice identifying feelings when a problem arises;
• Practice the first step in the problem solving process: Breathe.
Day One:
Word Garden [15 minutes]

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

Goals
• Learn the Breathe, Think, Do problem solving strategy.
• Review the words sad and happy.

Supplies
• Word Garden
• A ball
• Books that address the featured feelings (optional)

Setup
Think of examples of times that you felt sad because you had a problem or challenge, and think of times that you felt happy when you made a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that this week you are going to learn what to do when you have a problem or challenge. Explain that problems can cause you to have feelings that you need to deal with. Ask children, “Do you remember the words happy and sad?” Ask children to go to the Word Garden and pick these words. Together, share each word’s definition and pose.

2. Hold the ball in your hand, and give an example of a time that you felt sad as a result of a problem. You might say, “One time I had a problem that made me feel sad. My good friend and I were going to be apart for a few days.” Now reveal how solving the problem made you feel happy: “I felt happy when I came up with a plan to solve my problem. I kept a picture of my friend with me to remind me of her!” Roll the ball to each child, and encourage her to share an example of a time that she felt
happy when she made a plan to solve a problem. If children have a hard
time coming up with examples, you can share more of your own.

the words and poses after you. Repeat the call-and-response three
times. Hold up the larger pictures of the word poses for children to see
as they do this week’s call-and-response.

Call-and-Response:

When I have a problem,
[Children repeat: When I have a problem,]
I have feelings, too.
[Children repeat: I have feelings, too.]
Sad.
[Children repeat: Sad.]
But I’m happy I can solve it,
[Children repeat: But I’m happy I can solve it.]
When I Breathe, Think, Do!
[Children repeat: When I Breathe, Think, Do!]
Day Two:
Explore [20 minutes]

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

Goal
• Learn the Breathe, Think, Do problem solving strategy.

Supplies
• Breathe, Think, Do Cards (one set for each child)
• Crayons and markers
• Hole puncher
• Binder ring
• Safety scissors

Setup
Print and cut out one set of Breathe, Think, Do Cards for each child, as well as a set for yourself.

Activity
1. Hold up the Breathe card. Say, “The first thing we should do when we have a problem is stop and breathe. Take three slow, deep breaths, in through our noses and out through our mouths.”

2. Hold up the Think card. Say, “The next step to solving a problem is to think about why we feel that way, and come up with a plan to help solve our problem.” Hold up the Do card. Say, “The final step is Do. We try out our plan.”

3. Hand out the card sets to children. Say, “Let’s practice putting the steps together.” Slowly say, “Breathe, Think, Do,” and hold up each card as you say it. Encourage children to hold up their cards as you name each one.

4. Have children gather around tables with crayons and markers, and encourage them to color in their Breathe, Think, Do Cards. As they finish each card, have them hold it up and do the appropriate pose. Once they have all finished, explain, “Now everyone here has their own super special problem solving cards. We can use these anytime we have
a problem to remind ourselves of what to do!” (You can use a hole puncher to make a hole in the top of each card, and attach them to a binder ring for safe keeping.)

5. Gather children in a circle again, and have them show each other their colored-in cards. Make sure every child has the cards in the order Breathe, Think, Do. As they do this, remind them that the first thing they should do when they have a problem is breathe, and the breathe card means that they take three breaths in slowly through their noses and out slowly through their mouths.
Day Three: Problem Solving [15 minutes]

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

Goal
• Practice the first step in the problem solving process: Breathe.

Supplies
• Word Garden
• Breathe, Think, Do Cards
• Computer or sound system for playing music
• Upbeat song (for example, “What We Are” Anthem found at sesamestreet.org/challenges)

Setup
Gather children and have them sit in a circle on the floor near the Word Garden. Bring your own Breathe, Think, Do Cards with you to model for the class.

Activity
1. Explain, “Sometimes there are problems or challenges that make us feel sad. Listen to this story: Sometimes, Elmo feels sad when he’s dropped off at school. Elmo always has fun at school, but he really misses his daddy while he is there. Sometimes, at drop off, he doesn’t want to say goodbye. He says, ‘I want you to stay here. Don’t go!’”

2. Say, “Let’s think about the best word to describe how Elmo is feeling.” Point to the Word Garden to help children find the right word to describe Elmo’s feelings. Reassure them that it’s OK to suggest different feelings – there is no wrong answer. If children have a hard time answering, prompt them with questions like, “Is it a happy feeling or a sad feeling?” Then ask, “Have you ever felt the way that Elmo does when you have to leave the person who drops you off at school?”

3. Explain, “The first thing to do when you have a problem like this is to take three slow, deep breaths. [Take out and point to the Breathe card.] Breathing helps us to stay calm and figure out how we are feeling. After
we take three slow, deep breaths, we can name how we are feeling, and think of a plan to solve the problem.”

4. Demonstrate the strategy. Stand up, put your hands on your stomach, and say, “When I have a problem, I breathe in slowly through my nose [take a slow, deep breath in through your nose], and I breathe out slowly through my mouth.” Exhale through your mouth. Say, “I always do this three times.” Then take two more breaths, and count.

5. Encourage children to stand up and put their hands on their stomachs. Lead children in taking three slow, deep breaths. As they breathe, say, “Breathe in slowly through your nose, and out through your mouth.” Count the breaths so each child takes three.

6. Say, “Now let’s play a game to practice taking three slow, deep breaths to get calm!” Explain that you are going to play “Breathe Dance.” Say, “We’re going to pretend that we have a problem. We are supposed to go outside to play, but it’s raining too much. I’m going to play a song with a lot of energy, like I feel when I want to go outside and play. You have to dance around with all that energy. But when I stop the music, you have to freeze and take three slow, deep breaths, in through your nose and out through your mouth.”

7. Play the song, pausing frequently (every 15 to 20 seconds) for children to take three deep breaths. As they do, say, “Breathe in slowly through your nose, and out slowly through your mouth.” Repeat until the song is finished. Encourage children to think about how they feel after breathing. Do they feel calmer?

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**Use It!**

- Throughout the day, remind children to take three breaths to help them calm down as they encounter problems. If there is a conflict during the school day, hold up the Breathe card and say, “I want everyone to stop and take three slow, deep breaths, in through the nose and out through the mouth. Then, name how you are feeling.”
- After drop off, ask, “Did anyone have a hard time saying goodbye today? Did you take three slow, deep breaths?” If so, have the child demonstrate. If not, encourage him to try now!
Day Four:
Watch and Play [20 minutes]

Belly Breathe as You Say Good-bye
Children will review the strategy of taking three deep breaths to calm down, and they will review the words sad and happy as they watch two short Sesame Street videos.

Goals
• Review Breathe, Think, Do.
• Review the words sad and happy.

Supplies

Setup
Prepare the videos so they are ready to be played. Gather children into a half circle so they can all see the screen.

Activity
1. Say, “We are going to watch two videos. The first video is about taking slow, deep breaths.”
2. Play the “Belly Breathe” video once through without stopping. Ask children, “How many breaths should we take? (Three!)” Play the video again, and encourage children to breathe along with Elmo.
3. Play the “Bye Bye for Now Song” video once through without stopping. Say, “All of these children had a hard time saying goodbye to their mommies and daddies, too. They felt sad. But each time they used think to come up with a plan, and do to try a plan, it helped them to solve their problem and feel happy again!”
4. Play the “Bye Bye for Now Song” video with pauses. When you see the child playing guitar with his grandparents, pause the video and have children name the plan. Then ask, “Do you think this plan would make you feel happy or sad?” Resume the video. When you see the child hold
up the portrait of his family, pause the video again and ask the same question. Resume and finish the video.
Day Five:
Show It [10 Minutes]

Practice Makes Perfect
Children will review the week’s key concepts as they play a guessing game.

Goals
• Know the strategy component Breathe.
• Be able to identify the strategy components Think and Do.

Supplies
• Children’s Breathe, Think, Do Cards

Setup
Create an open space in your room for children to practice the Breathe, Think, Do Card poses.

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. Ask children to look at their Breathe, Think, Do Cards. Ask, “Do you think you can do the same pose that Elmo is doing on the cards?”
3. Have children spread out throughout the room. Call out, “Breathe!” Encourage children to make Elmo’s Breathe pose. Have them take three slow, deep breaths. Count each breath so that each child does three. Then call out, “Think!” and “Do!” encouraging children to make the pose each time.
4. Now, repeat the call-and-response. This time, have children make the Breathe, Think, Do poses when they say the words in the call-and-response.
5. Throughout the day, when children seem to be facing a problem or are feeling frustrated or overwhelmed, have them take three slow, deep breaths and state how their problem is making them feel. Point to the Word Garden to help children find the right word to describe how they are feeling. Then ask them to name the next two steps they need to take to solve the problem.
As you attend to children’s problems, and help solve them together, you help children feel safe and cared for. It also prepares them for mastering the Breathe, Think, Do approach to problem solving (and gets them ready for the next week’s lessons!).
Week 7
What’s the Problem? What’s the Plan?

Problem Solving: This week, children will learn how to make a plan to solve a problem.

Children will
• Review the three steps for solving a problem: Breathe, Think, Do;
• Practice identifying feelings when a problem arises;
• Learn to ask the questions, “What’s the problem? What’s the plan?” as the Think component of the Breathe, Think, Do strategy;
• Review the words frustrated and thrilled.
Day One:
Word Garden [15 minutes]

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

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

Supplies
- Word Garden
- A ball
- Hook-and-loop tape
- Books that address the featured feelings (optional)

Setup
Think of examples of times that you felt frustrated because you had a problem, as well as times that you felt thrilled when you came up with a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that this week you are going to learn more strategies for solving a problem. Explain that problems can cause big feelings. Ask children, “Do you remember the words frustrated and thrilled?” Ask children to go to the Word Garden to pick these words, and to share each word’s definition and pose.

2. Hold the ball in your hand and give an example of a time that you felt frustrated. You might say, “One day I had a problem. I felt frustrated because I could not zip up my jacket.” Then ask children if they can think of a time that they felt frustrated. Roll the ball to each child who raises his hand and invite him to share an example. Now say, “I thought of a plan to solve my zipper problem. I was persistent. I practiced and practiced until I could do it. I finally learned how to zip my jacket and I
felt **thrilled.**” Pass the ball again as children share a time that they felt **thrilled.**

Now lead children in the call-and-response. Have children repeat the words and poses after you. Repeat the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

**Call-and-Response:**

**When I have a problem,**
[Children repeat: When I have a problem,]
**I have feelings, too.**
[Children repeat: I have feelings, too.]
**Frustrated.**
[Children repeat: Frustrated.]
**But I’m thrilled I can solve it.**
[Children repeat: But I’m thrilled I can solve it.]
**When I Breathe, Think, Do!**
[Children repeat: When I **Breathe, Think, Do!**]
Day Two: Explore [20 minutes]

What's the Problem? What's the Plan?
Children will practice identifying problems, and creating plans to solve those problems.

Goal
- Introduce the Think component of the Breathe, Think, Do strategy, using the “What's the problem? What’s the plan?” questions.

Supplies
- Breathe, Think, Do Chart Printable
- Hook-and-loop tape
- Your set of Breathe, Think, Do Cards
- Word Garden
- Markers

Setup
Post the Breathe, Think, Do Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity
1. Ask, “What do we do when we have a problem?” Hold up your Breathe, Think, Do Cards, one after another. As you hold up each card, encourage children to say “Breathe, Think, Do” while doing their Breathe, Think, Do poses.

2. Show children the Breathe, Think, Do Chart on the wall. Explain that you are going to use the chart to help you come up with a plan to solve the problem. Post your own Breathe, Think, Do Cards above the chart so children understand what each column represents.

3. Say, “We’ve had a lot of practice with breathing and identifying our feelings. Now let’s talk about thinking. When we think, the first question we ask ourselves is, ‘What’s the problem?’ Listen to this story, and see if you can name the problem:
The Twiddlebug family’s brother and sister want to play, but the brother wants to play on the seesaw, and the sister wants to play on the swing. They each go to play on their own, but the seesaw won’t move because there is no one on the other side, and the swing won’t swing because there is no one pushing it! They want to do something, but they can’t!

4. Say, “Let’s think about how the Twiddlebugs are feeling.” Point to the Word Garden to help children find the right word to describe the Twiddlebugs’ feelings. Prompt: “Do you think they are feeling frustrated? Why? Let’s think!” Point to the think card and column. Then say, “What’s the Twiddlebugs’ problem?” As children describe the problem in their own words, draw stick figures to represent the problem in the breathe, think, do Chart in the space labeled, “What’s the problem?” If they have trouble remembering, refer back to the story.

5. Say, “The next part of thinking is to ask, ‘What’s the plan?’ What is the plan for fixing the problem? Does anyone have any ideas?” As children offer their ideas, list them in the chart in the space marked, “What’s the plan?” If children can’t come up with a solution, make suggestions like, “They could take turns,” or, “They need to work together.”
Day Three: Problem Solving [15 minutes]

Breathe, Think, Do Cards
Children will practice using the **Think** component of the strategy, asking the questions, “What’s the Problem? What’s the Plan?”

**Goals**
- Review the **Breathe** component of the strategy, taking three deep breaths and naming how you are feeling.
- Use the **Think** component of the strategy, asking the questions, “What’s the problem? What’s the plan?”

**Supplies**
- None

**Setup**
Gather children in a circle, either outside or in a larger space inside the classroom. Stand in the center of the circle.

**Activity**
1. Explain, “You are all going to be fish, and I am going to be a fisherman.” Then say, “OK fish, I have a problem, so I am going to take three deep breaths and name how I’m feeling.” Take three slow, deep breaths through your nose and out through your mouth. Say, “I feel **frustrated**. I have a problem and I need you to help me think of a plan to solve the problem. First you need to ask me, ‘What’s the problem?’ Then you need to ask me, ‘What’s the plan?’” Lead the children in chanting, “Fisherman, fisherman, what’s the problem?” Answer with, “I’m hungry.” Now lead the children in asking, “Fisherman, fisherman, what’s the plan?” At this point you will give an answer that does not include “catching some fish.” You might say, for instance, “I’m going to go to the grocery store to buy some food.”

2. Now it’s time for the game to begin. Explain that children should keep asking, “What’s the problem? What’s the plan?” But explain that if you say the plan is to “catch some fish,” they’d better run because you are going to try to catch them. Explain, “If I catch you, you become the fisherman!”

3. Play together. Here’s an example of how the game will work.
Children: Fisherman, fisherman, what's the problem?
Fisherman: I'm hungry.
Children: Fisherman, fisherman, what's the plan?
Fisherman: I'm going to go to the grocery store to buy some food.
[Children stay in place.]
Children: Fisherman, fisherman, what's the problem?
Fisherman: I'm still hungry.
Children: Fisherman, fisherman, what's the plan?
Fisherman: I'm going to make some pasta. [Children stay in place.]
Children: Fisherman, fisherman, what's the problem?
Fisherman: I'm still hungry.
Children: Fisherman, fisherman, what's the plan?
Fisherman: I'm going to catch some fish! [Children run! Tag a child, and that child will become the fisherman.]

4. At the end of the day, ask, “Who had a problem today? What was your problem? What was your plan?” Be prepared to offer an example of a problem of your own if children don’t have any suggestions. When talking about the problem, say, “Did you remember to take three slow, deep breaths before you did anything else?”

Use It!
• When you have an activity that only a few children can do at a time, say, “Uh oh! What's the problem?” Have children name the problem (for example, that there isn’t enough room for everyone). Point to the Breathe card and encourage children to take three slow, deep breaths and name how they are feeling. Then ask, “What’s the plan?” Encourage children to offer different suggestions: For example, we can share materials, or we can take turns.
Day Four:
Watch and Play [15 minutes]

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

Goal
• Review “What’s the problem? What’s the plan?”

Supplies
• Breathe, Think, Do Chart Printable

Setup
Prepare the videos so they are ready to be played. Gather children into a half circle so they can all see the screen.

Activity
1. Point to the Breathe, Think, Do Chart on the wall and say, “Remember the problem that the Twiddlebugs had? They wanted to do different things on the playground. We are going to watch a video that shows us their plan for solving the problem.”

2. Watch the full version of “Twiddlebugs Take Turns” once through without stopping. Say, “Now let’s watch the video again, and talk about the Twiddlebugs’ problems and their plans.”

3. Start “Twiddlebugs Take Turns” with pauses. When the Twiddlebug brother and sister first start to disagree about what to do on the playground, pause the video and ask, “What’s the problem?” Encourage children to answer in their own words. Resume the video. When the Twiddlebugs come up with a plan, pause the video again and ask, “What’s the plan?” Point out ways that their plan is similar to the plan that you came up with earlier in the week on Day 3. Finish the video.

4. Say, “The Twiddlebugs’ first plan didn’t work, so they tried a new plan.” Point to the chart on the wall and ask, “Did that plan work?” Draw a simple stick figure picture of the Twiddlebug children playing together
on the playground in the space under “Try It!” Under where it says, “Did it work?” write “Yes!” or make a check mark.
Day Five:
Show It [10 Minutes]

Practice Makes Perfect
Children will review the week's key concepts.

Goal
• Know the strategy **Breathe, Think, Do.**

Supplies
• **Breathe, Think, Do** Cards

Setup
None

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. At various points throughout the day, call out, “Freeze. I am feeling **frustrated** because I have a problem.” Then ask, “What’s the first thing I should do?” Hold up the **Breathe** card, and encourage children to say, “**Breathe**.” Ask, “Now what should I do?” Hold up the **Think** card, and encourage children to say, “**Think**.” Say, “I am working on a project, but I can’t find the glue.” Ask, “What’s the problem?” Have children name your problem, and then ask, “What’s the plan?” Have children offer suggestions for ways to solve your problem. If they have a hard time offering suggestions, say, “Maybe I could ask for help. Or, I could think of another way to do my project.”
Week 8
What’s the Problem? Who Can Help?

Problem Solving: This week children will learn who is in their circle of care.

Children will
• Review the three steps to solving a problem: Breathe, Think, Do;
• Practice identifying feelings when a problem arises;
• Review the think strategy: “What’s the problem? What’s the plan?”;
• Identify people they can reach out to for help—people in their “circle of care”;
• Review the words disappointed, mad, and ecstatic.
Day One:
Word Garden [15 minutes]

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

Goals
- Practice the strategy **Breathe, Think, Do.**
- Review the words **disappointed, mad, and ecstatic.**

Supplies
- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup
Think of examples of times that you felt **disappointed** or **mad** because of a problem you had, and times that you felt **ecstatic** because you came up with a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that this week you are going to learn more strategies for solving a problem. Remind children that problems can cause lots of feelings. Ask children, “Do you remember the words **disappointed, mad, and ecstatic**?” Ask children to go to the Word Garden and pick these words. Review each word’s definition and pose.

2. Hold the ball in your hand, and give an example of a time that you felt **disappointed.** You might say, “One day I had a problem. I did not have time to finish my puzzle before bed, and I felt **disappointed.**” Now ask the children if they can think of a time that they felt **disappointed.** Roll the ball to each child who raises her hand, and invite her to share an example. Repeat this with the words **mad** and **ecstatic.**

3. Now lead children in the call-and-response. Encourage children to repeat the words and poses after you. Repeat the call-and-response three
times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,
[Children repeat: When I have a problem,]
I have feelings, too.
[Children repeat: I have feelings, too.]
Disappointed, Mad.
[Children repeat: Disappointed, Mad.]
But I’m ecstatic I can solve it.
[Children repeat: But I’m ecstatic I can solve it.]
When I Breathe, Think, Do!
[Children repeat: When I Breathe, Think, Do!]
Day Two: Explore [20 minutes]

What’s the Problem? What’s the Plan? Who Can Help?
Children will practice identifying problems and creating plans to address those problems.

Goals
• Review the questions, “What’s the problem? What’s the plan?” as part of the think component of Breathe, Think, Do.
• Introduce the strategy “Ask for help.”

Supplies
• Breathe, Think, Do Chart Printable
• Hook-and-loop tape
• Your set of Breathe, Think, Do Cards
• Word Garden
• Markers

Setup
Post the Breathe, Think, Do Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity
1. Ask, “What do we do when we have a problem?” Point to the Breathe, Think, Do Cards, one after another. As you point to each card, encourage children to say, “Breathe, Think, Do,” while doing their Breathe, Think, Do poses.
2. Show children the Breathe, Think, Do Chart on the wall. Explain that you are going to use the chart to help Elmo come up with a plan to solve a problem.
3. Share the problem. Say, “Listen to this story, and see if you can name the problem:
   Three of Elmo’s friends are playing together. They are playing a really fun dress-up game. Elmo wants to play, too, but there aren’t enough costumes for everyone. Joining the game isn’t working out for Elmo.”
4. Say, “How do you think Elmo is feeling?” Point to the Word Garden to help children find the right word to describe Elmo’s feelings. Prompt: “Do you think he is feeling disappointed? Why?” [Elmo’s feeling disappointed because he’s sad that something isn’t working out.]

5. Now say, “Let’s think!” Point to the think card and column. “What is Elmo’s problem?” Ask children to describe the problem in their own words, and draw stick figures to represent the problem on the chart in the space labeled, “What’s the problem?”

6. Say, “The next part of thinking is to ask, ‘What’s the plan?’ What is the plan for solving the problem? Does anyone have any ideas?” As children offer their ideas, list them in the space marked, “What’s the plan?” Suggest that one plan could be to ask for help. Say, “Whom might Elmo ask for help? Who’s someone at school who might be able to help Elmo?”
Day Three: Problem Solving [15 minutes]

People Who Care
Children will identify people who can help when a problem arises.

Goal
• Help children identify people who care about them and are there to help.

Supplies
• A large, mural-size sheet of paper
• Hook-and-loop tape
• Crayons, markers, or paint
• “People in Your Neighborhood” clips from sesamestreet.org (optional)

Setup
Post a large, mural-size sheet of white paper on a wall in the room.

Activity
1. Explain, “One plan for solving a problem is to ask someone for help. There are so many people who care about you, and they are great people to ask for help.”

2. Provide some examples: “When Elmo has a problem, he sometimes asks his mom and dad for help. Big Bird asks his grandma. Zoe asks her teacher.”

3. Show children the blank paper on the wall, and explain that you are going to make a big picture showing all the people who care about them and can help when there’s a problem. Say, “You are all going to draw some of the people who care about you.” To get children started, draw a picture of yourself on the paper, and let them know they can always ask you for help.


5. After you’ve completed the mural, give it a title such as, “These are the people who care about us” or “These are our helpers.”
Use It!

- The next time that a child can’t reach something, or is having trouble with a task like tying a shoe, ask, “Is there someone who might be able to help?” Take a trip to the mural, and encourage the child to identify a “helper.”
- Notice caring acts throughout the day, mention them aloud, and add them to the mural. You might say, “I noticed Nolan had a problem. He couldn’t zip his coat. He saw Carla zipping up her coat, so he asked her for help. Carla did a great job helping Nolan! Carla is a person who cares.”
- At some point during the day, you could play the song, “People in Your Neighborhood.” Search “People in Your Neighborhood” under “Videos” on sesamestreet.org, and you’ll be able to access a variety of these clips. Help children fill in the blanks in the song with people from the mural.
Day Four:  
Watch and Play [15 minutes]

Making New Friends  
Children will practice using the Breathe, Think, Do strategy.

Goals  
- Review “What’s the problem? What’s the plan?”
- Practice asking for help when a problem arises.

Supplies  
- Computer or interactive whiteboard for viewing the following Week 8, Day 4, segments: the full version of “Elmo Joins In” on YouTube at http://bit.ly/18mb7ef and “Elmo Joins In” with pauses on YouTube at http://bit.ly/1b2PudQ  
- Breathe, Think, Do Chart Printable  
- Markers

Setup  
Prepare the videos so they are ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity  
1. Point to the Breathe, Think, Do Chart on the wall and say, “Remember the problem that Elmo had? He wanted to join in a dress-up game, but he couldn’t figure out how. We are going to watch a video that shows us his plan for solving the problem.”

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

3. Start the version of “Elmo Joins In” with pauses. When the friends tell Elmo there aren’t enough costumes, pause the video and ask, “What is Elmo’s problem?” Encourage children to answer in their own words. Then ask, “How is Elmo’s problem making him feel?” Encourage children to answer in their own words. Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Resume the video. When Elmo talks to his teacher about the problem, pause the video and
ask, “How is Elmo getting help? Who is helping Elmo to solve his problem?” Resume the video and watch until the end.

4. Point to the **Think** column on your chart. Ask, “What different plans did Elmo come up with? Are any of these plans the same as the plan we came up with together?” Refer back to children’s plans from Day 2.

5. Point to the **Do** column and ask, “Which plan did he try first? Did that plan work? Which plan did he try next? Did it work?” Draw a simple stick figure picture of Elmo playing with his friends in the “Try It!” space. Underneath, write, “Yes, that plan worked!”
Day Five:
Show It [10 Minutes]

Practice Makes Perfect
Children will review the week’s key concepts.

Goal
• Know the strategy Breathe, Think, Do.

Supplies
• Children’s Breathe, Think, Do Cards
• Books that address the featured feelings (optional)

Setup
You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. At various points throughout the day, call out, “Freeze. I have a problem, and my problem is making me feel mad.” Then ask, “What’s the first thing I should do?” Hold up the Breathe card and encourage children to say, “Breathe.” Ask, “Now what should I do?” Hold up the Think card and encourage children to say, “Think.” Say, “What’s the first question I ask myself when I think?” Encourage children to say, “What’s my problem?” Now make up a problem such as, “My kite is stuck in a tree.”
3. Continue, “What’s the next question we should ask?” Encourage children to say, “What’s my plan?” Work together to come up with different plans for solving the problem.
4. Finally, ask children to name people who might be able to help with the problem. Encourage them to look at the mural for ideas.
Week 9
Let’s Try It

**Problem Solving:** This week children will practice the third step in the problem solving process: **Do**.

**Children will**
- Review the three steps to solving a problem: **Breathe, Think, Do**;
- Practice identifying feelings when a problem arises;
- Learn the **Do** component of the **Breathe, Think, Do** strategy;
- Review the words **furious, miserable**, and **ecstatic**.
Day One:
Word Garden [15 minutes]

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

Goals
• Practice the Do component of the Breathe, Think, Do strategy.
• Review the words furious, miserable, and ecstatic.

Supplies
• Word Garden
• A ball
• Books that address the featured feelings (optional)

Setup
Think of times that you felt furious or miserable because of a problem or challenge, and times that you felt ecstatic because you came up with a plan to solve a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that this week you are going to practice solving problems. Remind children that problems can cause big feelings. Ask children, “Do you remember the words furious, miserable, and ecstatic?” Ask children to go to the Word Garden and pick these words. Then encourage them to share each word’s definition and pose.

2. Hold the ball in your hand, and give an example of a time that you felt furious. “One day I had a problem. My cousin spilled juice all over my painting and ruined it. I felt furious.” Then ask children if they can think of a time that they felt furious. Roll the ball to each child who raises his hand, and invite him to share an example of a time that he felt furious, miserable, or ecstatic. Now lead children in the call-and-response. Have children repeat the words and poses after you. Repeat the call-and-
response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,
[Children repeat: When I have a problem,]
I have big feelings, too.
[Children repeat: I have big feelings, too.]
**Furious. Miserable.**
[Children repeat: Furious. Miserable.]
**But I’m ecstatic I can solve it.**
[Children repeat: But I’m ecstatic I can solve it.]
**When I Breathe, Think, Do!**
[Children repeat: When I Breathe, Think, Do!]
Day Two: 
Explore [20 minutes]

Let’s Try to Solve It
Children will practice identifying problems and making plans to solve those problems.

Goal
• Review the Do component of the Breathe, Think, Do strategy.

Supplies
• Breathe, Think, Do Chart Printable
• Hook-and-loop tape
• Your set of Breathe, Think, Do Cards

Setup
Post the Breathe, Think, Do Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity
1. Ask, “What do we do when we have a problem?” Point to the Breathe, Think, Do Cards, one after another. As you point to each card, encourage children to say, “Breathe, Think, Do,” while doing their Breathe, Think, Do poses.

2. Show children the Breathe, Think, Do Chart on the wall. Explain that you are going to use the chart to help Elmo and Cookie Monster make a plan to solve a problem.

3. Share the problem. Say, “Elmo bought the last two cookies at Hooper’s store. Now his good friend Cookie Monster feels miserable because he wants a cookie, but there aren’t any left.”

4. Say, “Let’s think.” Point to the Think card and column. Then say, “What is Elmo and Cookie Monster’s problem?” Now say, “What is their plan? Let’s come up with plans for them to try.”

5. Point to the Do column. Say, “Later, we will find out the plan that Elmo and Cookie Monster used to solve their problem! For now, I want you to vote for the plan that you would try in this situation.”

6. Write down the plans that children generate.
7. Read the plans aloud, and then have the class vote for the one that they would try.

8. Act out this solution together. Have two children stand up, one playing Elmo and the other playing Cookie Monster. Say, “What is your problem, Elmo?” and “What is your plan to solve the problem?” Offer suggestions for how they can act out the solution. You might suggest that they act out breaking the cookie into two pieces or act out Elmo giving Cookie Monster one of the cookies. Reassure children that if they did not get to act out the solution today they will be able to act it out at another time during the week.
Day Three: Problem Solving [15 minutes]

Try a New Plan
Children will practice the Do strategy.

Goal
- Practice the third step in the problem solving process: Do.

Supplies
- Act-Along Story Printable

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

Activity
1. Explain, “I’m going to read a story all about Elmo.” The first time I read the story, I just want you to listen; but pay attention, because the second time I read it, instead of just listening to the story, you are going to act out the story as I read.”

2. Read the story from the Act-Along Story Printable one time. Then explain that you will read the story again, but this time you will pause at certain times. At those times, they will act out what they just heard. Read the story again, and when you come to a bolded action word, encourage children to act it out.

3. After you’ve acted out the story, ask children, “What was Elmo’s problem? How did Elmo’s problem make him feel?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Then ask, “What was Elmo’s plan to solve his problem? What did he do first? What did he do next? Which plan finally worked?”
Use It!

- The next time children are having trouble sharing, ask, “What’s a plan for solving this problem?” Then encourage them to try the plan. After they try, ask, “Did that plan work?”
- If children are having trouble separating for the day, suggest a plan: “Maybe you can draw a picture for your daddy during art time. That will help you to think of him, and you can look forward to giving the picture to him at the end of the day.” Then ask, “Did your plan work?”
Day Four: Watch and Play [15 minutes]

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

Goals
- Practice using the Breathe, Think, Do strategy.
- See a problem solving plan enacted, and assess if the plan worked.

Supplies
- Computer or interactive whiteboard for viewing the following Week 9, Day 4, segments: the full version of the “Sharing Cookies” segment on YouTube at http://bit.ly/1a18IyL, and “Sharing Cookies” with pauses on YouTube at http://bit.ly/IhgkGxQ
- Breathe, Think, Do Chart Printable

Setup
Prepare the videos so they are ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity
1. Point to the Breathe, Think, Do Chart on the wall and say, “Remember the problem that Elmo and Cookie Monster had? Elmo got the last two cookies, and there were none left for his good friend, Cookie Monster. We are going to watch a video that shows us the plan Elmo and Cookie Monster used to solve their problem.”

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

3. Start the version of “Sharing Cookies” with pauses. After the problem is introduced, pause the video and ask, “How does Elmo feel about his problem?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Listen to children’s answers and resume the video. Pause the video after Elmo shares his cookie with Cookie Monster. Ask, “Which plan did Elmo try? Did it work? How can you tell?” Continue watching until the end of the video. After you complete the video, and see Cookie Monster share his cookie with Elmo, pause and ask, “What did Cookie Monster do to solve his problem? Did it
work? How can you tell that it worked?” Ask, “Is this similar to the plan we came up with earlier this week?” (On Day 2). Then ask, “How do you think Cookie Monster and Elmo felt after sharing the cookie?”

4. Look at the **Breathe, Think, Do** Chart together and draw Elmo and Cookie Monster’s plans in the space under “Try It.” Write “Yes!” under “Did it work?”, or make a check mark.
Day Five: Show It [10 Minutes]

Practice Makes Perfect
Children will review the week’s key concepts.

Goal
• Know the **Breathe, Think, Do** strategy.

Supplies
• Children’s **Breathe, Think, Do** Cards

Setup
Prepare the video clip to be played. Gather children and have them sit in a circle.

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. During circle time, invite children up to act out Elmo and Cookie Monster’s cookie dilemma. As they act out the story, lead the audience in calling out the problem solving steps: **Breathe, Think, Do**.
3. At the end of the day, let children know how proud you are that they have become such good problem solvers. Watch the “What We Are” Anthem to celebrate.
Week 10
Try, Try Again

Problem Solving: This week, children will practice trying again when a solution doesn’t work.

Children will
• Review the three steps to solving a problem: Breathe, Think, Do;
• Practice identifying feelings when a problem arises;
• Learn to try again when their solutions don’t work;
• Review the words frustrated, disappointed, and thrilled.
Day One:  
Word Garden [15 minutes]

Call-and-Response
Children will learn problem solving strategies, and review words as they chant and move.

Goals
- Review the Breathe, Think, Do strategy.
- Review the words frustrated, disappointed, and ecstatic.

Supplies
- Word Garden
- A ball
- Books that address the featured feelings (optional)

Setup
Think of times that you felt frustrated or disappointed as the result of a problem, and times that you felt thrilled because you found a solution to a problem. Be prepared to share these examples with children. You may want to gather books that address the featured feelings for this week. You can use these books as supplementary tools to point out and explore the words of the week.

Activity
1. Explain that this week you are going to practice solving problems. Remind children that problems can cause lots of feelings. Ask children, “Do you remember the words frustrated, disappointed, and thrilled?” Ask children to go to the Word Garden and pick these words, and to share each word’s definition and pose.

2. Hold the ball in your hand, and give an example of a problem that you had that made you feel frustrated. You might say, “One day I had a problem. I was trying to pour milk into a cup by myself, and the milk spilled everywhere! I was very frustrated.” Now ask children if they can think of a time when they felt frustrated. Roll the ball to each child who raises her hand and invite her to share an example. Repeat this with the words disappointed and thrilled. Now lead children in the call-and-response. Have children repeat the words and poses after you. Repeat
the call-and-response three times. Hold up the larger pictures of the word poses for children to see as they do the call-and-response.

Call-and-Response:

When I have a problem,
[Children repeat: When I have a problem,]
I have big feelings, too.
[Children repeat: I have big feelings, too.]
Frustrated. Disappointed.
[Children repeat: Frustrated. Disappointed.]
But I’m thrilled I can solve it.
[Children repeat: But I’m thrilled I can solve it.]
When I Breathe, Think, Do!
[Children repeat: When I Breathe, Think, Do!]
Day Two: 
Explore [20 minutes]

Let’s Try to Solve It
Children will practice identifying problems, and trying ways to solve those problems.

Goal
• Introduce the strategy “Try, Try Again” as part of Breathe, Think, Do.

Supplies
• Breathe, Think, Do Chart Printable
• Hook-and-loop tape
• Your set of Breathe, Think, Do Cards
• Word Garden

Setup
Post the Breathe, Think, Do Chart up on the wall. Gather children and have them sit in a circle on the floor.

Activity
1. Ask, “What do we do when we have a problem?” Point to the Breathe, Think, Do Cards, one after another. As you point to each card, encourage children to say, “Breathe, Think, Do,” while doing their Breathe, Think, Do poses.

2. Show children the Breathe, Think, Do Chart on the wall. Explain that you are going to use the chart to talk about a problem that Elmo has.

3. Share the problem. Say, “When Elmo is getting ready for bed, he tries to button his pajamas by himself. He can’t get them buttoned, and he gets very frustrated. He wants to be able to button his pajamas all by himself!”

4. Say, “Let’s think.” Point to the Think card and column. Then say, “What is Elmo’s problem? How is Elmo’s problem making him feel?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Now say, “What is Elmo’s plan? Let’s come up with some plans for Elmo to try.”
5. Encourage the students to generate ideas for what they would do. If they do not say “keep trying,” then give “keep trying” as the example for what you would do.

6. Point to the Do column. Say, “Later, we will find out the solution that Elmo tried.”

7. Read the solutions that everyone generated, and have the class vote for the one that they would try.

8. Act this solution out together.
Day Three:
Problem Solving [15 minutes]

Try Again!
Children will learn to “Try, Try Again” when they can’t do something.

Goal
• Help children practice trying again and again to learn to do something.

Supplies
• None

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

Activity
1. Say, “I learned how to say this tongue twister: Abby asked Oscar about a bouncy ball Oscar bought.”

2. Say, “Do you know how I learned to say that? At first, I wasn’t able to do it, but I was persistent, and I tried again and again. Can you try with me?”

3. Help children learn the tongue twister. Encourage them to say it quickly at first, to see how challenging it is. After they have tried a few times, say, “Breathe, Think, Do.” Suggest that the Do can be to try and try again!

4. Some children may be able to do the tongue twister quickly, while others may not be able to do it at all. You may want to mess up a few times yourself and explain, “Even though I’ve practiced and practiced, I still make mistakes, and that’s OK!”
Use It!

- On the playground or during choice time, ask children to try something that they have never tried before, such as walking on a balance beam or hopping on one foot. As children try, remind them to Breathe, Think, Do, and to try, try again!

- During the day, ask children to set goals for themselves. Ask them, “What’s something you want to learn to do but can’t do yet?” If children are having a hard time thinking of goals, offer a few of your own, like, “I want to learn how to juggle,” or “I want to climb a mountain.” Then, have children use the mural to pick one person to help them accomplish their goal.
Day Four:
Watch and Play [15 minutes]

Yet
Children will watch a video demonstrating the strategy “Try, Try Again.”

Goals
• Practice using the Breathe, Think, Do strategy.
• See a problem solving plan enacted, and assess if the plan worked.

Supplies
• Breathe, Think, Do Chart Printable
• Word Garden

Setup
Prepare the videos so they are ready to be played. Gather children and have them sit in a half circle so they can all see the screen.

Activity
1. Point to the Breathe, Think, Do Chart on the wall and say, “Remember Elmo’s problem? Elmo wanted to button his pajamas, but he couldn’t. We are going to watch a video that shows us the plan Elmo used to solve his problem.”

2. Watch the full version of “Elmo Doesn’t Give Up” once through without stopping. Say, “Now let’s watch the video again and ask, ‘What’s the problem?’ and ‘What’s the plan?’”

3. Start the version of “Elmo Doesn’t Give Up” with pauses. Pause the video as Elmo struggles with buttoning his pajamas. Ask, “How do you think Elmo is feeling? How can you tell?” Point to the Word Garden to help children find the right words to describe Elmo’s feelings. Resume the video. After Elmo’s dad suggests that he be persistent and keep trying, pause the video again and ask, “What plan did Elmo try? Will it work? How can you tell?” Continue watching as Elmo and his Dad sing about not being able to do something yet. When the video is finished, ask, “Did trying again (being persistent) work for Elmo? How can you tell?”
4. Say, “Not being able to do something can be frustrating and disappointing. It helps when you have someone who cares about you to help you try and try again. Who helped Elmo?” Then ask, “Who helps you when you feel frustrated or disappointed?” Use the mural to help children name people who care about and help them. Remind the children that you are always someone who can help, too.

5. Look at the Breathe, Think, Do Chart together, and draw Elmo’s solution in the space under “Try It.”
Day Five: Show It [10 Minutes]

Practice Makes Perfect
Children will review the week's key concepts.

Goal
- Know the Breathe, Think, Do strategy.

Supplies
- Children’s Breathe, Think, Do Cards

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

Activity
1. Begin your day by doing this week’s call-and-response two times.
2. During circle time, practice the tongue twister, “Abby asked Oscar about a bouncy ball Oscar bought.” As children work on it, use the Breathe, Think, Do strategy as they try and try again.
3. Suggest that children teach the tongue twister to their parents at pickup time. Explain that they can help their parents learn how to say the tongue twister by encouraging them to try and try again!