



Feel Your Best Self: Bringing Joyful Exploration to Learning Emotion Coping



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LET'S GET TO KNOW EACH OTHER



- What is your role?
- What age group is your primary focus?
- How familiar are you with emotion-coping strategies and/or Feel Your Best Self?

Start to Explore:
feelyourbestself.org



OUR OBJECTIVES FOR TODAY



1: Introduce FYBS as one solution for joyful, easy-to-use, creative and credible learning about emotions and emotion coping strategies.

2: Identify components of the FYBS toolkit, and how to flexibly use them.

3: Share ideas as to how others have adapted FYBS, and plan for use in your settings.





What is Feel Your Best Self?



FYBS IS YOUR GUIDE TO EXPLORING BIG FEELINGS!



- FYBS is an award-winning toolkit that brings **credibility, accessibility, creativity, and joy** to learning emotion-coping strategies.
- The FYBS approach offers **supportive, flexible guidance** for kids and their caregivers to explore what works to **make emotional navigation simpler** and help you feel your best!



FYBS IS YOUR GUIDE TO EXPLORING BIG FEELINGS!



- FYBS introduces **different emotion-coping strategies** – organized in themes that include *Calm Your Self*, *Catch Your Feelings*, and *Connect with Others*.
- FYBS strategies can be **used across life stages** – although the toolkit is generally geared toward younger kids.





Feel Your Best Self Strategies

Calm Your Self

Strategies teach self-soothing skills that can help children calm down when they are not feeling their best self.



Belly Breathing



Shake Out the Yuck



Ground it Down



Chillax in my Head

Catch Your Feelings

Strategies promote self-awareness by helping children shift their thoughts to those that help them feel their best self.



Float Your Boat



Turn the Dial



Push the Clouds



Smell the Roses

Connect With Others

Strategies help children feel their best self through building supportive relationships and acts of kindness toward others.



Feel it Together



Bring a High 5!



Be a Kind Helper



3 Friendly Wishes

HOW DOES FYBS WORK?



- How we feel in **everyday moments** is an important part of overall emotional well-being.
- Learning and **practicing simple strategies** can make it easier to experience lifts in emotion, feelings, or moods: meaning feeling your best self.
- Using FYBS, kids and caregivers **explore different strategies** to find those that work best to carry through life.
- Exploration messaging (growth mindset, stress-can-be-enhancing) is **synergistic to emotional navigation self-efficacy**



EXPLORING

THEN I CAN TRY...



IF I NEED TO...

set my
situation?

refocus my
attention?

shift my
thoughts?

settle my
body?

Emotion-Focused Coping Strategies

Bring a High 5!
3 Friendly Wishes
Feel it Together
Be a Kind Helper

Smell the Roses
Chillax in my Head

Float Your Boat
Turn the Dial
Push the Clouds

Belly Breathing
Shake Out the Yuck
Ground it Down

Short-Term Outcomes

alter the emotional
quality of everyday
experiences

increase positive
emotion
*e.g., experience feelings
of gratitude*
or
decrease negative
emotion
*e.g., reduce feelings of
nervousness*

Long-Term Outcomes

increase
emotional
well-being

*i.e., how positive
an individual feels
generally and
about life overall*

identify
not
feeling
your best
self


increased self-efficacy to navigate emotions through repeated opportunities with successful use

I CAN TRY...



← → ↻ 🏠 🔍 feelyourbestself.org/how-work

Check out the new FYBS Blog!
[Read here](#)



About ▾ Free Toolkit ▾ How-To ▾ Connect ▾ Blog Shop ▾

How Does It Work?

[How does FYBS Align with Other Frameworks?](#) [What Evidence Informs FYBS?](#)

Check out the evidence behind FYBS. Learn more about how FYBS works, research our team has conducted, and evidence used in developing FYBS. This information builds understanding about the evidence behind FYBS and can assist with decision-making about how FYBS can fit in your setting.

identify
not
feeling
your be
self

Long-Term Outcomes

increase
emotional
well-being

*i.e., how positive
an individual feels
generally and
about life overall*

increased self-efficacy and growth mindset through repeated opportunities with successful use

HOW DOES FYBS WORK?

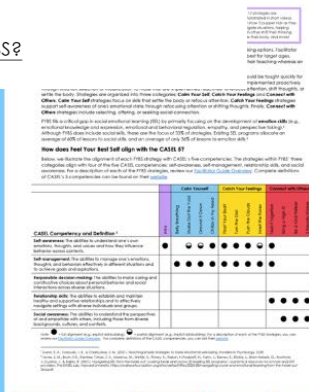


About FYBS Free Toolkit Guides for Educators Connect Shop

How Does It Work?

How does FYBS Align with Other Frameworks?

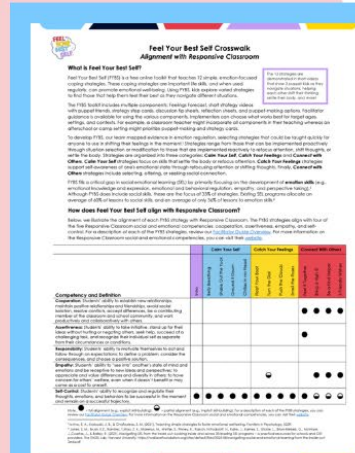
What Evidence Informs FYBS?



Alignment with the CASEL 5 Competencies

In this guide, we illustrate the alignment of each FYBS strategy with CASEL's five competencies.

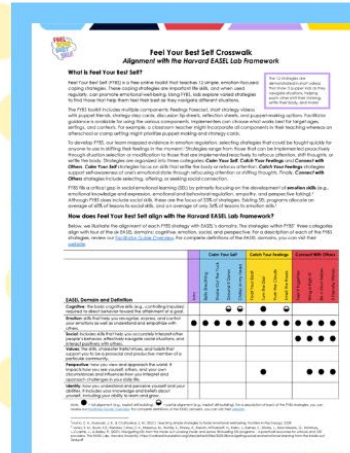
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Alignment with Responsive Classroom

In this guide, we illustrate the alignment of each FYBS strategy with Responsive Classroom.

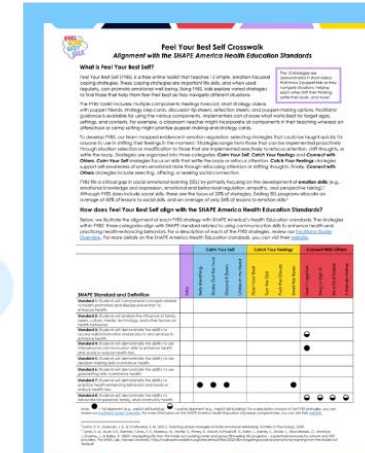
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Alignment with the Harvard EASEL Lab Framework

In this guide, we illustrate the alignment of each FYBS strategy with EASEL's domains.

Download



Alignment with the SHAPE America Health Education Standards

In this guide, we illustrate the alignment of each FYBS strategy with SHAPE America's Health Education standards.

Download





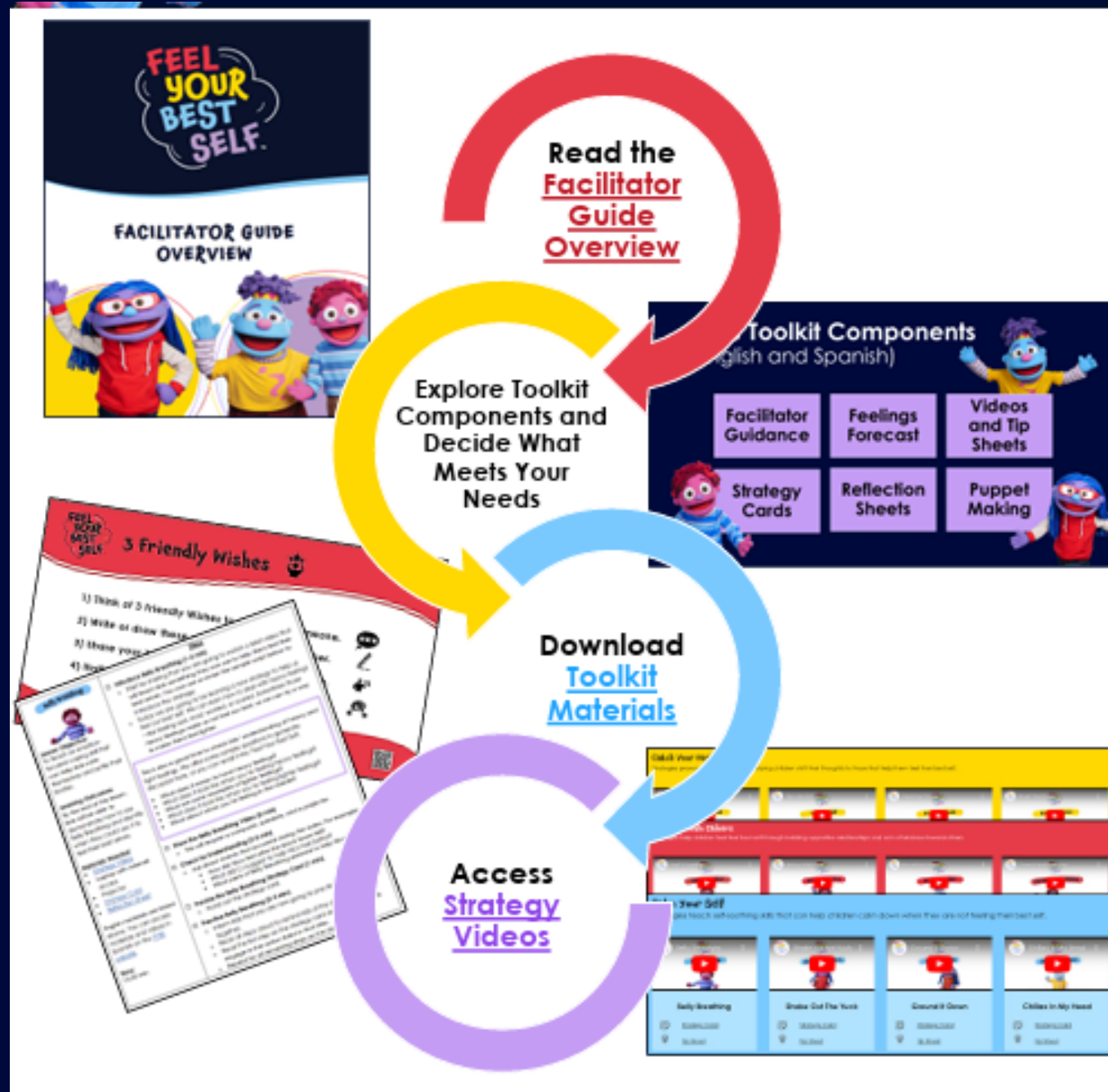


How do I use the
FYBS toolkit?



GETTING STARTED:

- How can educators use FYBS?



FYBS Toolkit Components

(English and Spanish)



**Facilitator
Guidance**

**Feelings
Forecast**

**Videos
and Tip
Sheets**

**Strategy
Cards**

**Reflection
Sheets**

**Puppet
Making**



FYBS Toolkit Components

(English and Spanish)



**Facilitator
Guidance**

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and Tip
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**Strategy
Cards**

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**Puppet
Making**



INTRODUCTION TO FYBS



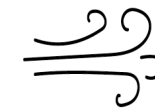
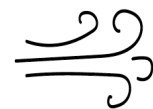
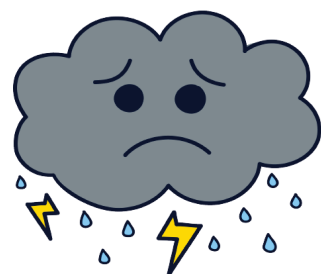
FEELINGS FORECAST



How am I Feeling?



Feelings Forecast



- angry
- sad
- jealous
- embarrassed
- scared
- worried
- disappointed
- frustrated
- relaxed
- silly
- focused
- tired
- calm
- hopeful
- curious
- caring
- giving
- grateful
- happy
- brave
- excited
- cheerful
- proud

How am I feeling?

FYBS Toolkit Components

(English and Spanish)



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Guidance**

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and Tip
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Cards**

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Making**





Sacúdete Las Molestias



- 1) Imagina que los pensamientos o sentimientos pesados son como m
- 2) Imagina que esas m
- 3) Mueve todo tu cuerpo molestias.

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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.



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CALM YOUR SELF FYBS STRATEGIES



Calm your Self

Strategies teach self-soothing skills that can help children calm down when they are not feeling their best self.



Belly Breathing



Shake Out the Yuck



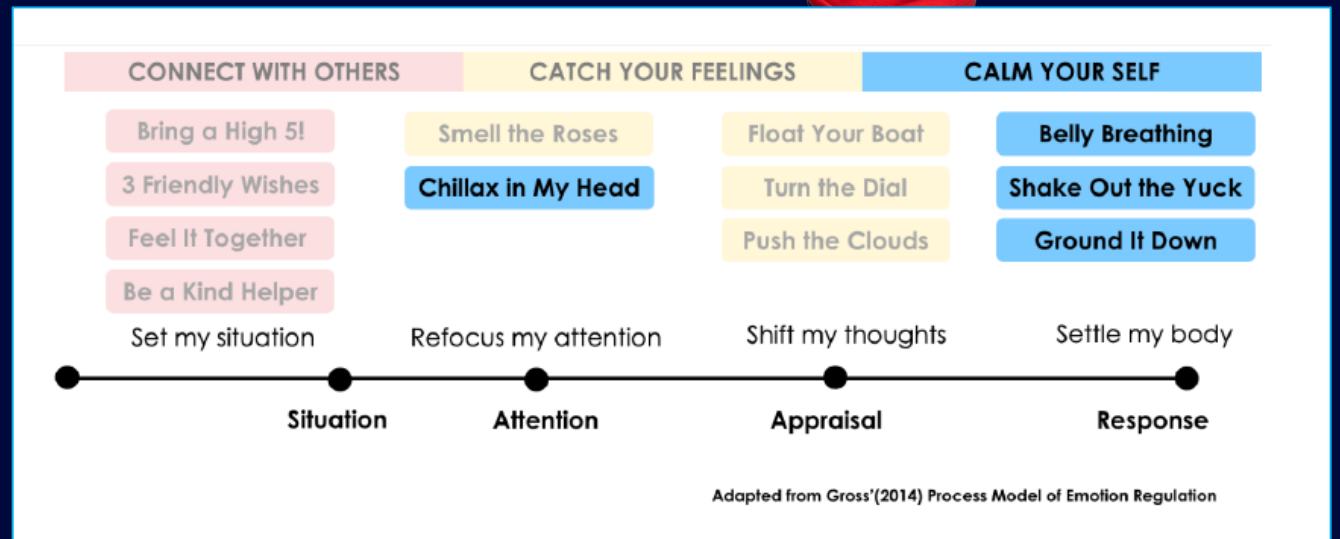
Ground it Down



Chillax in my Head



Best for
younger
learners!



CALM YOUR SELF FYBS STRATEGIES



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.



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.



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.



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.



CATCH YOUR FEELINGS

FYBS STRATEGIES



Catch Your Feelings

Strategies promote self-awareness by helping children shift their thoughts to those that help them feel their best self.



Float Your Boat



Turn the Dial



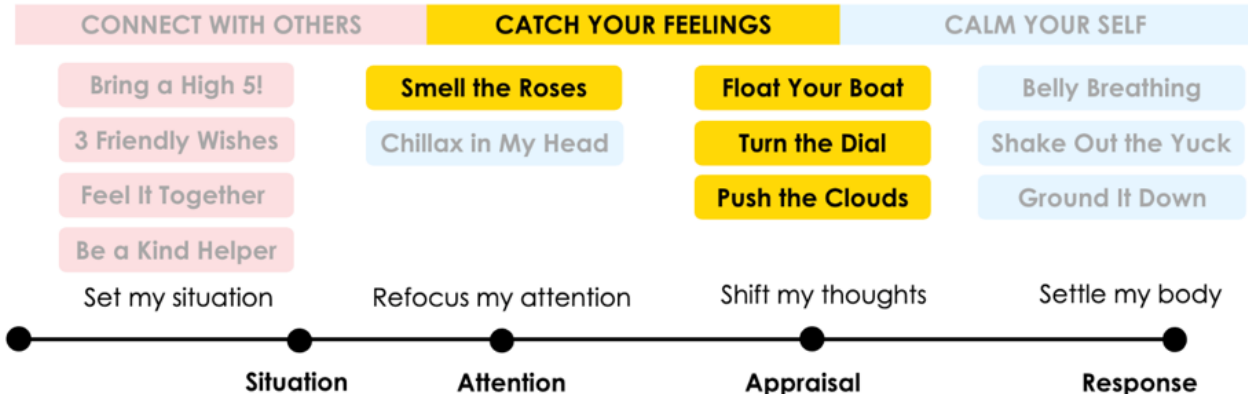
Push the Clouds



Smell the Roses



★ Best for younger learners!



Adapted from Gross' (2014) Process Model of Emotion Regulation

CATCH YOUR FEELINGS

FYBS STRATEGIES



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.



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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.



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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!



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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.



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CONNECT WITH OTHERS

FYBS STRATEGIES



Connect With Others

Strategies help children feel their best self through building supportive relationships and acts of kindness toward others.



Feel it Together



Bring a High 5!



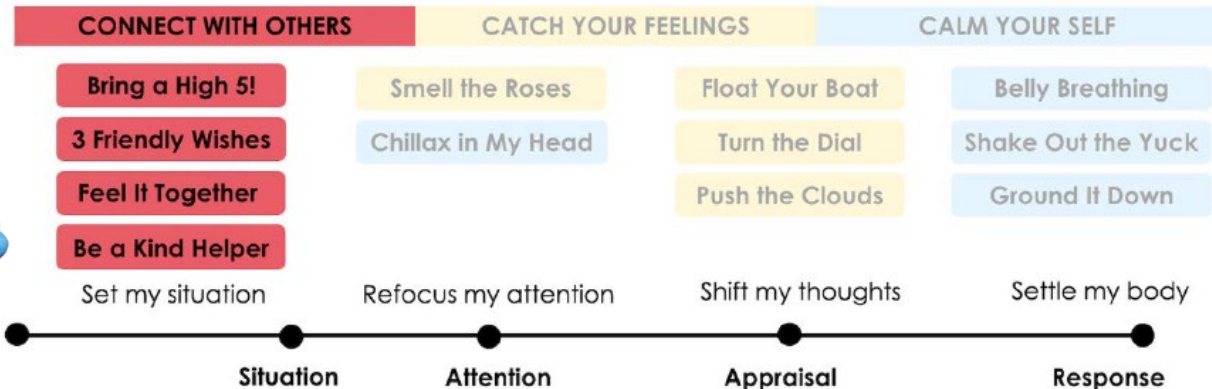
Be a Kind Helper



3 Friendly Wishes



Best for younger learners!



Adapted from Gross' (2014) Process Model of Emotion Regulation

CONNECT WITH OTHERS

FYBS STRATEGIES






Be A Kind Helper





- 1) Find someone you can help.
- 2) Do something to help them.
- 3) Notice how you feel after helping.






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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.







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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.






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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.



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Reflect & Share

What strategies are you most/least familiar with?
Which are you most interested in exploring?



Category	Strategy	Description
Calm Your Self	Belly Breathing	Belly Breathing shows kids how to use relaxation breathing to help settle their bodies.
	Shake Out the Yuck	Shake Out the Yuck shows kids to shake off heavy feelings that keep them from feeling their best self.
	Ground it Down	Ground it Down shows kids to tighten and relax their muscles as a self-soothing strategy.
	Chillax in my Head	Chillax in my Head shows kids to use visualization to help refocus their attention.
Catch Your Feelings	Float Your Boat	Float Your Boat shows kids to let go of heavy thoughts or feelings so that they can feel lighter.
	Turn the Dial	Turn the Dial teaches kids how to look at an upsetting or challenging situation in a different way.
	Push the Clouds	Push the Clouds gives kids a rhyme and simple action to help make room for lighter, sunnier feelings.
	Smell the Roses	Smell the Roses helps kids use their senses to focus on the present moment.
Connect With Others	Feel it Together	Feel it Together teaches kids to seek social support from trusted individuals.
	Bring a High 5!	Bring a High 5! teaches kids to show gratitude for the strengths of others.
	Be a Kind Helper	Be a Kind Helper teaches kids to use acts of kindness to help others and themselves feel their best.
	3 Friendly Wishes	3 Friendly Wishes teaches kids to share friendly wishes with someone to help everyone feel their best self.

FYBS Toolkit Components

(English and Spanish)



**Facilitator
Guidance**

**Feelings
Forecast**

**Videos
and Tip
Sheets**

**Strategy
Cards**

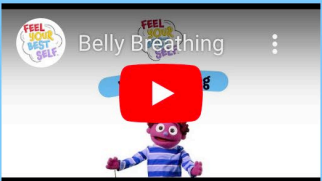
**Reflection
Sheets**

**Puppet
Making**




Calm Your Self


Strategies teach self-soothing skills that can help children calm down when they are not feeling their best self.




Belly Breathing



Shake Out the Yuck



Ground It Down




Chillax In My Head


- Facilitator Steps
- Strategy Card | Español
- Reflection Sheet | Español
- Tip Sheet | Español

Catch Your Feelings


Strategies promote self-awareness by helping children shift their thoughts to those that help them feel their best self.




Float Your Boat



Turn the Dial



Push the Clouds




Smell The Roses


- Facilitator Steps
- Strategy Card | Español
- Reflection Sheet | Español
- Tip Sheet | Español

Connect With Others


Strategies help children feel their best self through building supportive relationships and acts of kindness toward others.




Feel It Together



Bring A High Five



Be A Kind Helper



Three Friendly Wishes

- Facilitator Steps
- Strategy Card | Español
- Reflection Sheet | Español
- Tip Sheet | Español



[About](#) [FYBS Free Toolkit](#) [Guides for Educators](#) [Connect](#) [Shop](#)



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 feel lighter?
- ✓ How did Nico feel after he pushed the clouds?
- ✓ Should we practice together?

Practice together! Then talk about:

- ✓ What did your body do to practice Push the Clouds?
- ✓ How were you feeling before you used 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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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:

- ✓ How was Mena feeling at the start of the video? Why was she 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?

Practice together! Then talk about:

- ✓ Do you feel any different after telling me your heavy feelings?
- ✓ How do you feel?
- ✓ Can you think of other people who you would be comfortable using Feel It Together with?

Additional Tips

- ✓ 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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FYBS Toolkit Components

(English and Spanish)



**Facilitator
Guidance**

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Forecast**

**Videos
and Tip
Sheets**

**Strategy
Cards**

**Reflection/
Coloring
Sheets**

**Puppet
Making**










A Catch Your Feelings Strategy

Float Your Boat



1. How do you use Float Your Boat?

Practice, then draw a picture of yourself using it!

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! 

2. How do you feel after using Float Your Boat?

Circle the cloud that best matches.



3. When could you use Float Your Boat to help you feel your best self?

Draw or write your ideas.







A Connect With Others Strategy

3 Friendly Wishes



1. How do you use 3 Friendly Wishes?

Practice, then draw a picture of yourself using it!

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. 

2. How do you feel after using 3 Friendly Wishes?

Circle the cloud that best matches.



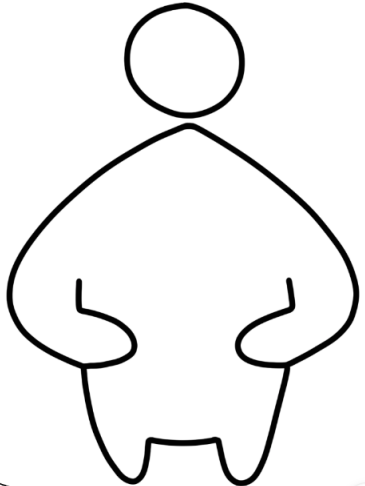
3. When could you use 3 Friendly Wishes to help you feel your best self?

Draw or write your ideas.

<https://www.feelyourbestself.org/shop-all/free-downloads>



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.



WHAT'S YOUR FEELINGS FORECAST?



Draw or write how you are feeling on the back!

Explore more at [feelyourbestself.org](https://www.feelyourbestself.org).

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FYBS Toolkit Components

(English and Spanish)



**Facilitator
Guidance**

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and Tip
Sheets**

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Cards**

**Reflection
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**Puppet
Making**





FACILITATOR GUIDANCE

FOR EDUCATORS & COMMUNITY CAREGIVERS



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FACILITATOR GUIDANCE FOR EDUCATORS & COMMUNITY CAREGIVERS



Guiding Decisions - Selecting Strategies to use

	Setting Your Situation	Refocusing Your Attention	Shifting Your Thoughts	Settling Your Body
CALM YOUR SELF	Belly Breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Shake Out the Yuck	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Ground it Down	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Chillax in my Head	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CATCH YOUR FEELINGS	Float Your Boat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Turn the Dial	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Push the Clouds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Smell the Roses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONNECT WITH OTHERS	Feel it Together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bring a High 5!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be a Kind Helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3 Friendly Wishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Pick a Strategy

- ☐ Intro: Feel Your Best Self
- ☐ Belly Breathing
- ☐ Shake Out the Yuck
- ☐ Ground it Down
- ☐ Chillax in my Head
- ☐ Float Your Boat
- ☐ Turn the Dial
- ☐ Push the Clouds
- ☐ Smell the Roses
- ☐ Feel it Together
- ☐ Bring a High 5!
- ☐ Be a Kind Helper

Guiding Decisions - Planning

Relevant state standard(s):

What components are you going to include?

- ☐ Videos
- ☐ Strategy Cards
- ☐ Tip Sheets
- ☐ Reflection Sheets
- ☐ Puppet-Making

What resources do you need to teach the strategy?

When and where are you going to teach the strategy?

Consider your setting and kids. What adaptations do you need to make?



Feel Your Best Self Implementation Checklist

Directions: Write the name of the strategy you are evaluating in column 2. Circle the number that represents your implementation of each step used, or N/A if steps are not used. Write the number you circled in the 3rd column, then sum the numbers in the "Total" box. Calculate the % of implementation by dividing the total by the number of steps implemented, then multiplying by 100.

Date: _____	Setting: _____	Key for Scoring: 0 = Step was not used 1 = Step was partially used 2 = Step was used N/A = Step was not applicable				Step Total (row)
Strategy Name: _____						
FYBS Steps						
Did I introduce the strategy?		0	1	2	N/A	
Did I show the corresponding video?		0	1	2	N/A	
Did I check for understanding?		0	1	2	N/A	
Did I provide the strategy card?		0	1	2	N/A	
Did we practice the strategy?		0	1	2	N/A	
Did we reflect on how the strategy worked and how we might use it in our own lives?		0	1	2	N/A	
Did we fill out the reflection sheet?		0	1	2	N/A	
OPTIONAL: Did we use our puppets to practice the strategy?		0	1	2	N/A	
Total:						
Percent: (Total/(Steps Implemented x 2)) x 100 =						

Comments/Notes:

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CHOOSE YOUR OWN ADVENTURE



FYBS	
Prologue	
Feelings Forecast & Intro Video	The <i>Feelings Forecast</i> and intro video introduce the language of FYBS and provides options for naming and scaling feelings.
Main Adventure	
Videos	The videos use a familiar structure across each of the 12 strategies. The characters demonstrate each strategy within a fun storyline, including how and when the strategy might be used.
Strategy Cards	Engage kids in guided practice using the strategy cards (which can also be found at the top of our tip sheets). Then, have kids practice the strategy independently.
Facilitator Steps/ Tip Sheets	You can initiate discussion using the questions provided in the facilitator steps or in the tip sheets. The discussion questions encourage reflection on how the strategy worked and how kids might use it in their own lives.
Additional Quests	
Reflection Sheets	The reflection sheets allow kids to further reflect on the strategy they have just learned. We don't expect that every strategy will work the same for each child. Incorporating the reflection sheets provides kids a space to identify strategies that they enjoy and find useful in helping them to feel their best self.
Puppet-Making	You can also add a puppet-making activity. We offer a guide and video resources , which outline steps to puppet construction and highlight the added value of puppets in this toolkit. Incorporating puppet-making is fun and using puppets can provide an additional means for kids to express their thoughts and feelings.

Belly Breathing



Lesson Objective:

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

Learning Outcomes:

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

Materials Needed:

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

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

Time:

15-25 min

Steps

□ Introduce Belly Breathing (1-3 min)

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

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

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

□ Show the Belly Breathing Video (5 min)

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

□ Check for Understanding (3-5 min)

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

□ Provide the Belly Breathing Strategy Card (1 min)

- Hand out the strategy card.

□ Practice Belly Breathing (3-5 min)

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

Practice Belly Breathing with a Puppet!

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

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

□ Reflect on how Belly Breathing worked and how you might use it in your own lives (5 min)

- We offer some sample questions to encourage reflection:
 - Can anyone share a time when you felt like Nico did when the block tower fell?
 - What do you think about Belly Breathing?
 - What do you like?
 - What might you change?
 - How do you think you could use it?
 - When do you think it could be helpful?
 - When or where can you use Belly Breathing?
 - Is there a time today that you could try it?

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

YOUR TURN:

CHOOSE
YOUR
OWN
ADVENTURE



Guiding Decisions - Selecting Strategies to Use

	Setting Your Situation	Refocusing Your Attention	Shifting Your Thoughts	Settling Your Body
CALM YOUR SELF	Belly Breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Shake Out the Yuck	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Ground it Down	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Chillax in my Head	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CATCH YOUR FEELINGS	Float Your Boat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Turn the Dial	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Push the Clouds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Smell the Roses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONNECT WITH OTHERS	Feel it Together	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bring a High 5!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be a Kind Helper	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3 Friendly Wishes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR TURN:

CHOOSE
YOUR
OWN
ADVENTURE



Strategy of the Week				
Monday	Tuesday	Wednesday	Thursday	Friday
Introduce new strategy during SEL block or morning meeting	Practice the strategy during arrival time, morning meeting, transition times (e.g., lining up for specials, lunch, or recess), dismissal, or invite a guest to practice with the class			

Strategy of the Month					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce strategy on the first Monday of the month	Practice the strategy during arrival time, morning meeting, transition times (e.g., lining up for specials, lunch, or recess), dismissal, or invite a guest to practice with the class			
Week 2	Review strategy – ask whether kids used it over the weekend	Practice the strategy during arrival time, morning meeting, transition times (e.g., lining up for specials, lunch, or recess), dismissal, or invite a guest to practice with the class			
Week 3	Review strategy – ask whether kids used it over the weekend	Practice the strategy during arrival time, morning meeting, transition times (e.g., lining up for specials, lunch, or recess), dismissal, or invite a guest to practice with the class			
Week 4	Review strategy – ask whether kids used it over the weekend	Challenge kids to find a time to practice independently; look for and praise practice			

FYBS Toolkit Components

(English and Spanish)



**Facilitator
Guidance**

**Feelings
Forecast**

**Videos
and Tip
Sheets**

**Strategy
Cards**

**Reflection
Sheets**

**Puppet
Making**



WHY MIGHT I CONSIDER ADDING PUPPETRY?



- Facilitate child engagement¹
- Foster a more relaxed and low-stakes classroom environment²
- Develop communication and language abilities³
- Build empathy, perspective taking, self-advocacy, emotional awareness, and adaptive coping⁴



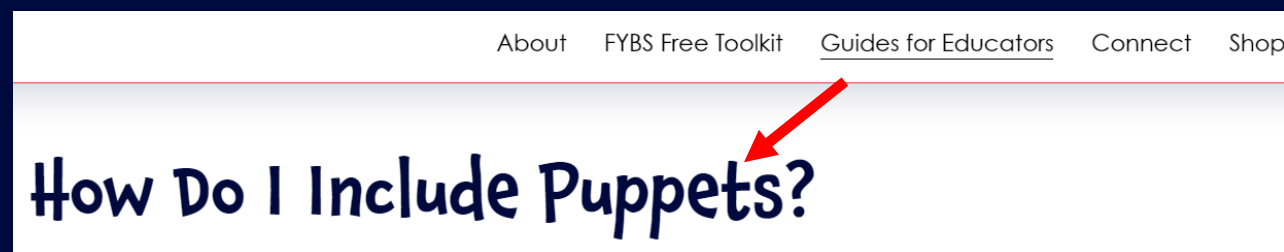
¹Råde, 2021; Remer et al., 2015

²Dunst, 2012; Kröger et al., 2019

³Ahlcrona, 2012; Kröger et al., 2019; Sposito et al., 2106; Yanac-Leon et al., 2021

⁴Gershon & Pellitteri, 2018; Malhotra, 2019; Ocal et al., 2021

FYBS OFFERS LOTS OF PUPPET-MAKING IDEAS!





FYBS OFFERS LOTS OF PUPPET-MAKING IDEAS!



Building Extra Fun and Creativity into Feel Your Best Self: Steps to Puppet Building

The primary component of the Feel Your Best Self toolkit is the video series, which follows three puppets - CJ, Nico, and Mena - as they navigate everyday issues. CJ, Nico, and Mena teach children 12 strategies for strengthening their emotional well-being.

Children's learning and engagement with the 12 strategies can be enhanced by having their own puppet to practice with! In this guide, we begin by explaining the benefits of including puppet building in your instruction. Then, we suggest materials to gather for children to make their puppets, including options that are free, inexpensive, and more resource intensive. We explain how to assemble kits ahead of time so you are able to efficiently pass out materials to children when it is time to build their puppet. Lastly, we provide a sample building process for creating a sock puppet with children.

Why should I incorporate puppet-building activities in my teaching of the Feel Your Best Self strategies?

There are many benefits to incorporating puppet-building activities, including:

- increased student attention and engagement
- improved quality and rates of peer-to-peer collaboration and communication
- reduced student concerns related to making mistakes or providing incorrect answers
- added layers of fun to the learning experience

Using puppets has also shown success with increasing access to instructional content. Puppetry meets children at their developmental level, and helps create a more relaxed environment to enable learning. In some cases, children may identify and empathize with puppets in ways that they find difficult with people around them.

Not only is puppet building fun, but the puppet creations can serve as a great "friend" to prompt practice of the Feel Your Best Self strategies. Group activities might also involve creating puppet skits to apply the strategies in different scenarios.

There are additional benefits for children with special needs. For example, puppets can be used to model social stories and coping strategies. They can also be used to engage with students with communication differences (e.g., non-verbal). Lastly, puppets may support teachers in connecting with students who are more difficult to reach.

1

Example Materials

Category	Lowest Resource Demand - Free!	Moderate Resource Demand - up to \$15 for classroom implementation	Highest Resource Demand - per child cost ranging from \$7.03 (30 students) to \$10.30 (20 students)
Body	Your own hand!	Brown Paper Lunch Bag	12 pairs Colorful Cotton Crew Socks Colorful Paper Bags
	Old socks		
Mouth Plate	Cardboard (use shipping boxes!)		
Mouth, Tongue, and Pupils	Fabric scraps	Felt (applied with Elmer's glue or a hot glue gun)	Roll of Black Self-Adhesive Felt - creates mouth interiors, can also be used for pupils Roll of Red Self-Adhesive Felt - creates tongues or cheeks or freckles!
	Index cards (if readily available)	Construction paper for the mouth; have children draw on details (tongue, teeth etc.)	12 x 18" Individual Self-Adhesive Sheets of Black or Red Felt
	Markers or paint		
Nose	Scraps of colored paper from other classes	9 x 12" Construction Paper or Cardstock (apply with glue)	9 x 12" Basic Black or Red Felt Sheets (apply with glue) Foam sheets
	Scraps of newspaper, paper towel, fabric, tissue, cotton balls, etc.	Plush filling for the nose, for example, Poly-Fil	
Eyes	Egg carton cut outs	Styrofoam semi-circles	Practice Ping Pong Balls (no markings!) - cut in half
	Markers	Googly eyes	
	Old buttons	White plastic spoons, cut off the handle	Colorful Foam sheets
Decorations	Markers	Buttons (buy in bulk from box store)	Self-adhesive gemstones
	Paint from the art classroom (if available)		Self-adhesive foam stickers
	Old fabric scraps		Self-adhesive pom poms
	Color paper scraps (can ask from other classrooms to save these paper pieces).		Feathers Glitter glue

3



A sample puppet-building kit.

- Put the sock on your hand. Can you make the sock talk or breathe?



In the kits, there is a cardboard mouth plate already glued in place with double-sided adhesive. If you are making your own sock puppet, we recommend doing this in advance using hot glue or double-sided adhesive. Put your four fingers on top of the mouth plate and your thumb below the mouth plate to make your puppet talk.

6

PUPPETS CAN BE MADE WITH LOTS OF DIFFERENT MATERIALS!



How Do I Add More Fun?



FEEL
YOUR
BEST
SELF



FEEL
YOUR
BEST
SELF™



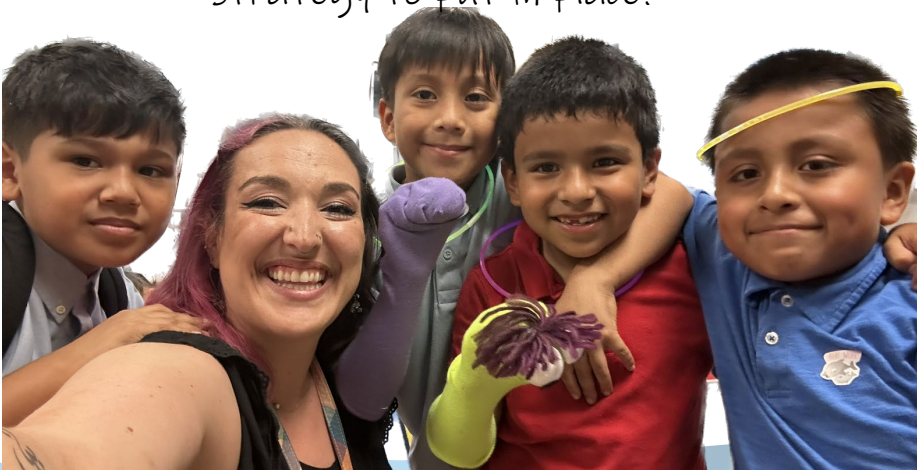
HOW ARE OTHERS USING
FYBS?

"I don't have a single kid that is disengaged from this program."

"The coolest thing is that it's all there for you and the kids respond really, really well to it."

"It doesn't matter what age you are, like, they work, they work."

"My students recognize when I am not feeling my best – and then remind me to pick out a strategy to put in place!"



"I can do this in my classroom with like, no prep, and it's super engaging. For me, programs that work, that don't need all this extra planning, and don't need extra resources—I'm like, 'Yes, that is exactly what I want my classroom.'"



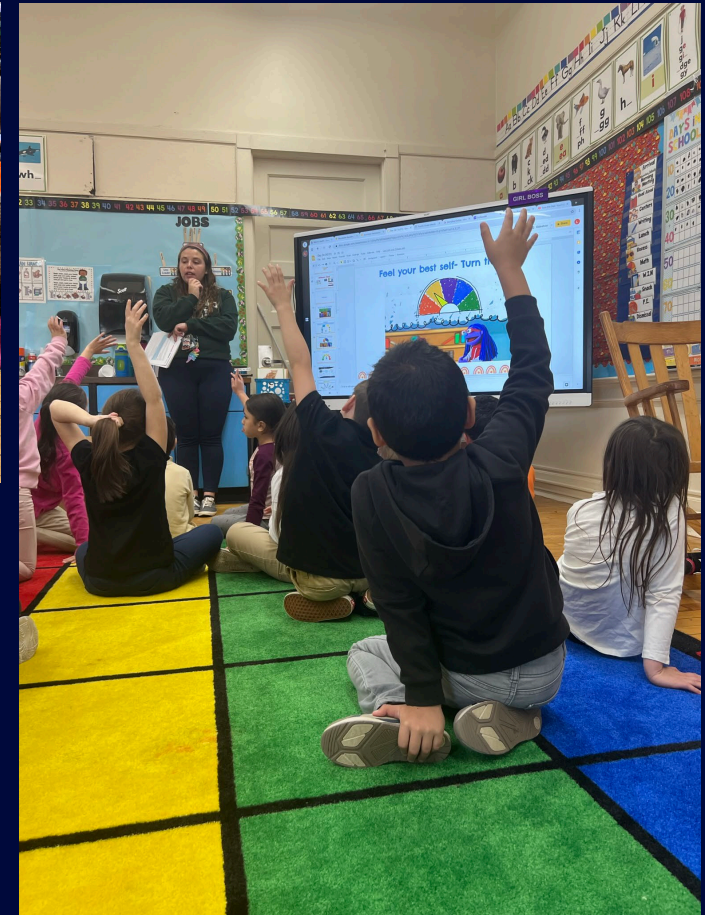
"One of my students is clinically diagnosed with anxiety. And it really did interfere with learning. But for him in particular, now I just cue him to use a strategy he's good to go. You know, it works."



Learning from Others

WHOLE CLASS

PRE-K TO ELEMENTARY



SPECIAL WORKSHOPS

MIDDLE AND HIGH SCHOOL!



COMMUNITY EVENTS

FAMILIES TO SUMMER CAMP



THINK-PAIR?-SHARE:

Planning how YOU will use the different FYBS toolkit materials



**WE ARE
TELLY
WINNERS!**

44TH ANNUAL TELLY AWARDS

The Telly Awards



<https://tinyurl.com/fybs2024>

YOUR TURN:



**CHOOSE
YOUR
OWN
ADVENTURE**

Pick a Strategy

- ☐ Intro: Feel Your Best Self
- ☐ Belly Breathing
- ☐ Shake Out the Yuck
- ☐ Ground it Down
- ☐ Chillax in my Head
- ☐ Float Your Boat
- ☐ Turn the Dial
- ☐ Push the Clouds
- ☐ Smell the Roses
- ☐ Feel it Together
- ☐ Bring a High 5!
- ☐ Be a Kind Helper
- ☐ 3 Friendly Wishes

Guiding Decisions - Planning



Relevant state standard(s):

What components are you going to include?

- ☐ Videos
- ☐ Strategy Cards
- ☐ Tip Sheets
- ☐ Reflection Sheets
- ☐ Puppet-Making

What resources do you need to teach the strategy?

When and where are you going to teach the strategy?

Consider your setting and kids. What adaptations do you need to make?

STAY INFORMED



we are always
exploring!

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Contact Us:

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