

# ALEX says, "No Need to Worry!"



These social-emotional activities are hands-on ways for children in various developmental stages to practice exploring different calming strategies. Each activity is aligned with Kentucky Early Childhood Standards and can be modified to meet your state's early childhood standards.

## Activity #1: "I Can Calm Myself in So Many Ways!" Large Group Activity

During this activity children will have opportunities to explore different calming strategies. Using the *Alex Calming Props*, they can actively engage in various strategies and decide which one is best for them!

**Materials:** The *Alex* book, *Question Time with Alex*, *Alex Calming Props: Alex Pizza Slices*, *Alex Jump Rope Handles*, *Alex Shredding Paper* (or construction paper), and *Alex Graphing Poster*. Other materials may be added upon discretion of the teacher.

**Directions:** During large group time, read *Alex* to the children. After reading the book, discuss the calming strategies Hadley suggested for him. Remind the children of smelling the hot pizza and blowing on it to cool it off, jumping rope, and shredding paper. Next, pass out the *Alex Pizza Slices* and have the children practice breathing in and blowing out. After the children have done this several times, move to the next strategy of jumping rope. Pass out the *Alex Jump Rope Handles* and have the children pretend to jump rope. After the children have done this several times, then move to the next strategy of shredding paper. Pass out the *Alex Shredding Paper* (or construction paper) and have the children shred the paper, like Alex did in the book. After the three strategies have been practiced, materials are put away, and the children are sitting down, introduce the *Alex Graphing Poster*. Go around to each child and ask him or her which calming strategy was their favorite. After they make their choice, hand them either the slice of pizza, jump rope handles, or shredding paper icon. Next, have them place the icon on the graph, in the corresponding column. After each child has placed their favorite strategy on the graph, talk as a group which strategy was their favorite and why. Lastly, discuss *Question Time with Alex* questions with the class.

**Standard:** Health/Mental Wellness Standard 1: Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group. (I can participate in classroom activities and follow the rules.)

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## Activity #2: "Shred by Number" Small Group Activity

During this activity, children will have the opportunity to create a beautiful Hadley picture. The children will rip, tear, slice, and slash the *Alex Shredding Paper*. Children can interact with each other and retell the story while decorating their beautiful Hadley picture!

**Materials:** The *Alex* book, *Alex Shredding Paper*, *Alex Shred by Numbers* paper (or construction paper), and choice of glue. Additionally, children can cut out different birds to enhance their beautiful picture.

**Directions:** During small group time, read *Alex* to the children and talk about the calming strategy that helped Alex, which was shredding paper. Hand each child a *Shred by Number* paper; a piece of yellow, pink, purple, green, and blue *Alex Shredding Paper*; and glue. First, explain how they will shred paper, like Alex did in the book, match each color to a number, and arrange them into a beautiful picture. Next, draw the children's attention to the numbers located at the bottom of the paper and how each number represents a color. Explain how they will shred the *Alex Shredding Paper* and then match each piece to the corresponding number (the teacher may want to provide a model to assist with understanding of the art project). Lastly, "Voila," each child has created a beautiful picture of Hadley!

**Standard:** Creative Arts Standard 1: Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences. (I can create pictures using a variety of materials.)

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## Activity #3: "I Can Match Dinosaur Colors!" One-to-One Activity

During this activity, individual children will have the opportunity to practice identifying and sorting different colors while creating their own, individual, beautiful picture. This activity can be done if the small group activity is not developmentally appropriate for the individual child.

**Materials:** The *Alex* book, yellow, pink, purple, green, and blue *Alex Shredding Paper* (or construction paper); a white piece of paper, and choice of glue. Additionally, children can use various pre-cut birds to enhance their art piece.

**Directions:** During one-to-one instruction, read *Alex* to the child. After reading, discuss how Hadley taught Alex several calming strategies and how his favorite was shredding paper. Show the child the different colors of the *Alex Shredding Paper* and then model how to shred the paper. After the child has shredded the paper, model how to sort the paper shreds by color. As the child begins to sort the paper shreds, ask him or her to identify the colors of the *Alex Shredding Paper*. After the paper shreds are sorted, then he or she can create their own beautiful picture, on the white sheet of paper.

**Standard:** Mathematics Standard 1: Demonstrates mathematical concepts and skills during play and other activities. (I can sort and I can recognize colors).

**For accompanying enrichment activities, please visit [RainbowSparrowBooks.com](http://RainbowSparrowBooks.com).**

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## Activity Theme: "I Can Calm Myself in So Many Ways!"

### DAILY LARGE GROUP ACTIVITIES

During these **daily**, large group activities children will have opportunities to explore different calming strategies. Using the *Alex Calming Props*, they can actively engage in various strategies and decide which one is best for them!

**Materials:** The *Alex* book, *Question Time with Alex*, and *Alex Calming Props: Alex Pizza Slices, Alex Jump Rope Handles, Alex Shredding Paper* (or construction paper), and *Alex Graphing Poster*. Other materials may be added upon discretion of the teacher.

**Monday:** During large group time, read *Alex* to the children. After reading the book, discuss the calming strategies Hadley suggested for him. Remind the children of smelling the hot pizza and blowing on it to cool it off, jumping rope, and shredding paper, while introducing the *Alex Calming Props: Alex Pizza Slices, Alex Jump Rope Handles, and Alex Shredding Paper*. Tell the children that throughout the week they are going to practice each strategy and then choose their favorite!

**Tuesday:** During large group time, read *Alex* to the children. After reading the book, discuss the calming strategies Hadley suggested for him and then ask the *Question Time with Alex* questions. Remind the children of Hadley's suggestion which was smelling the hot pizza and blowing on it to cool it off, while passing out the *Alex Pizza Slices*. Have the children practice breathing in and blowing out while using the *Alex Pizza Slices* and ask how it made them feel? You can again, reiterate some of their answers to the *Question Time with Alex* questions.

**Wednesday:** During large group time, read *Alex* to the children. After reading the book, discuss the calming strategies Hadley suggested for him and then ask the *Question Time with Alex* questions. Remind the children of Hadley's suggestion which was jumping rope, while passing out the *Alex Jump Rope Handles*. Have the children pretend to jump rope while using the *Alex Jump Rope Handles* and ask how it made them feel? You can again, reiterate some of their answers to the *Question Time with Alex* questions.

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## Activity Theme: "I Can Calm Myself in So Many Ways!" DAILY LARGE GROUP ACTIVITIES

**Thursday:** During large group time, read *Alex* to the children. After reading the book, discuss the calming strategies Hadley suggested for him and then ask the *Question Time with Alex* questions. Remind the children of Hadley's suggestion which was shredding paper, while passing out the *Alex Shredding Paper* (or construction paper). Have the children shred the paper, like Alex did in the book and ask how it made them feel? You can again, reiterate some of their answers to the *Question Time with Alex* questions.

**Friday:** During large group time, read *Alex* to the children. After reading the book, discuss the calming strategies Hadley suggested for him. Remind the children how across the week, they pretended to smell hot pizza and blew on it to cool it off, pretended to jump rope, and shredded paper. Next, introduce the *Alex Graphing Poster*. Go around to each child and ask him or her which calming strategy was their favorite. After they make their choice, hand them either the slice of pizza, jump rope handles, or shredding paper icon. Next, have them place the icon on the graph, in the corresponding column. After each child has placed their favorite strategy on the graph, talk as a group which strategy was their favorite and why. Lastly, ask and discuss the *Question Time with Alex* to gain a better understanding of your class, regarding what might cause them to worry and how they can use the different calming strategies that you talked about across the week.

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## Activity Theme: "I Can Calm Myself in So Many Ways!" DAILY LARGE GROUP ACTIVITIES

**Standard:** Approaches to Learning Standard 2: Approaches learning with flexibility, creativity, and imagination. (I can use my imagination and I can pretend to play).

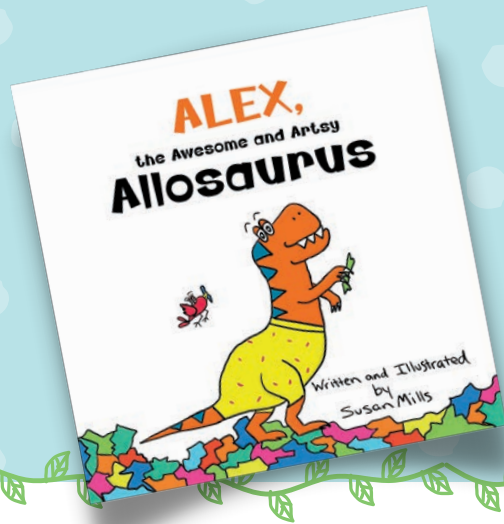
**Standard:** Language and Literacy Standard 1: Demonstrates skills and strategies needed for receptive communication. (I can look and listen, I can follow simple directions, and I can listen and share what I learn).

**Standard:** Mathematics Standard 1: Demonstrates mathematical concepts and skills during play and other activities. (I can measure, I can answer the question, "How many?").

**Standard:** Science Standard 1: Demonstrates a scientific way of thinking and working (with wonder and curiosity). (I can share what I learned using graphs).

**Standard:** Health/Mental Wellness Standard 1: Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group. (I can participate in classroom activities and follow the rules.)

**For accompanying enrichment activities, please visit [RainbowSparrowBooks.com](https://RainbowSparrowBooks.com).**



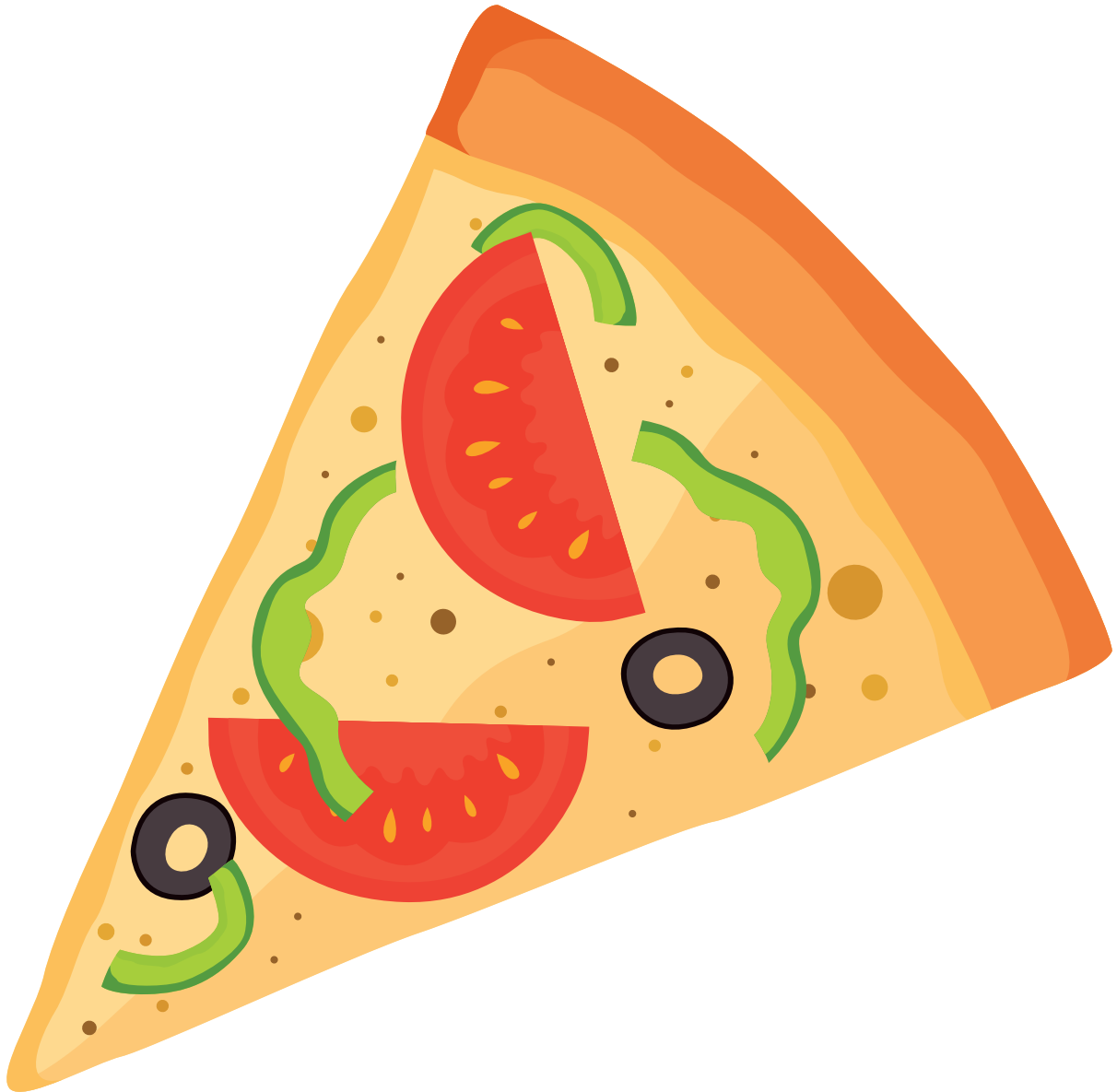
# QUESTION TIME WITH ALEX

Whether you are a parent, educator, or therapy provider, we know that conversations with our children are important. Questions develop critical and creative thinking, foster emotional growth, and encourage empathy.

Let children know they are in a judgment-free zone, and there are no wrong answers! Pause when they are answering. Listen to what they have to say, and answer any questions they may have for you.

Maybe you discover your child has a fear you didn't know about or that they have a bias you need to address (later). This is a special moment to share anything, and let them know they can talk to you. Don't forget to have fun!

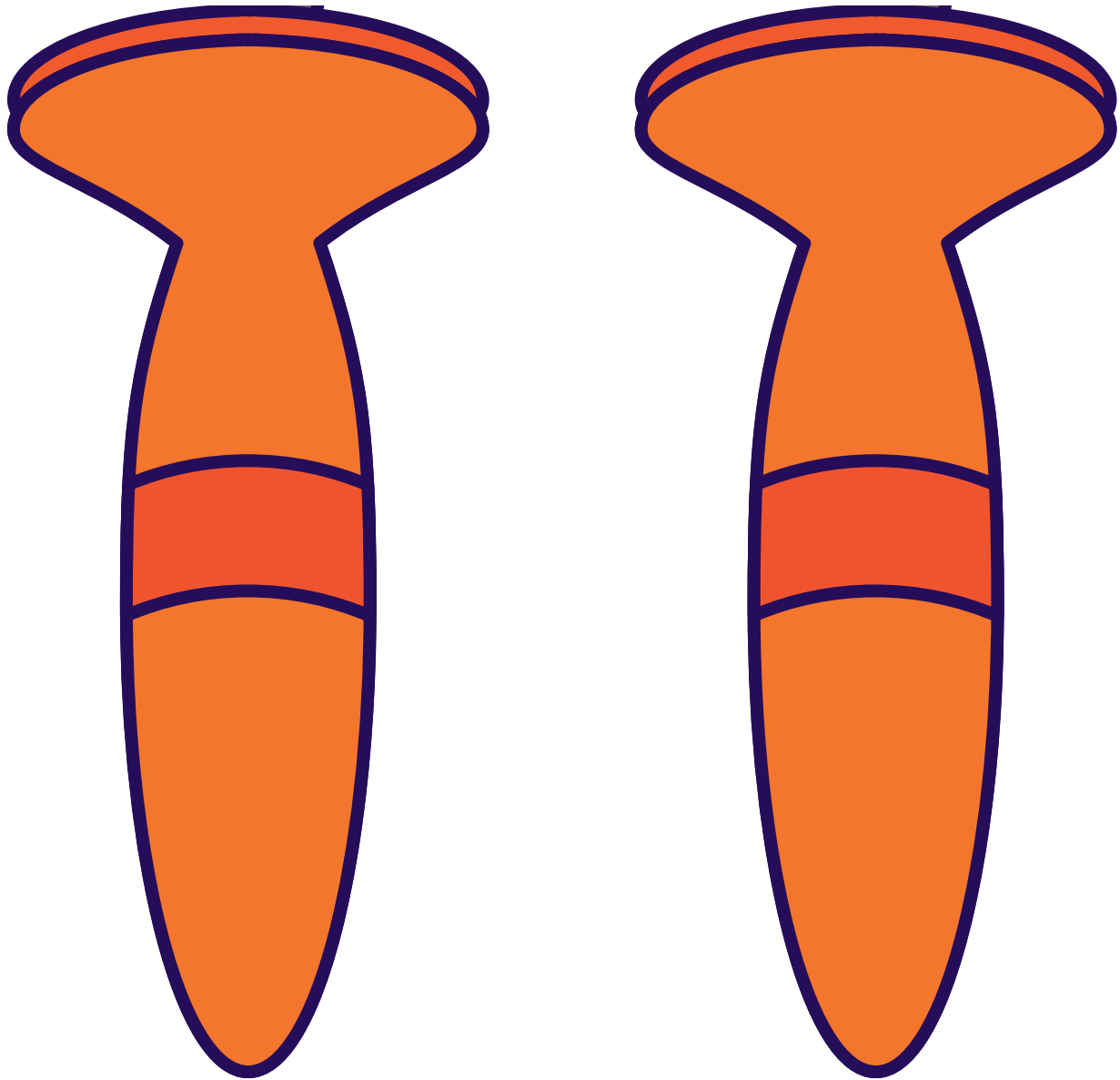
- Who is someone whom you can share your worries with?
- What are some things you worry about?
- Where can you go to calm your worries?
- When you have a worry, is there something you do to calm your mind?
- Why is it important to share your feelings?
- How can you comfort someone that is worrying?



## Alex's Pizza Slice

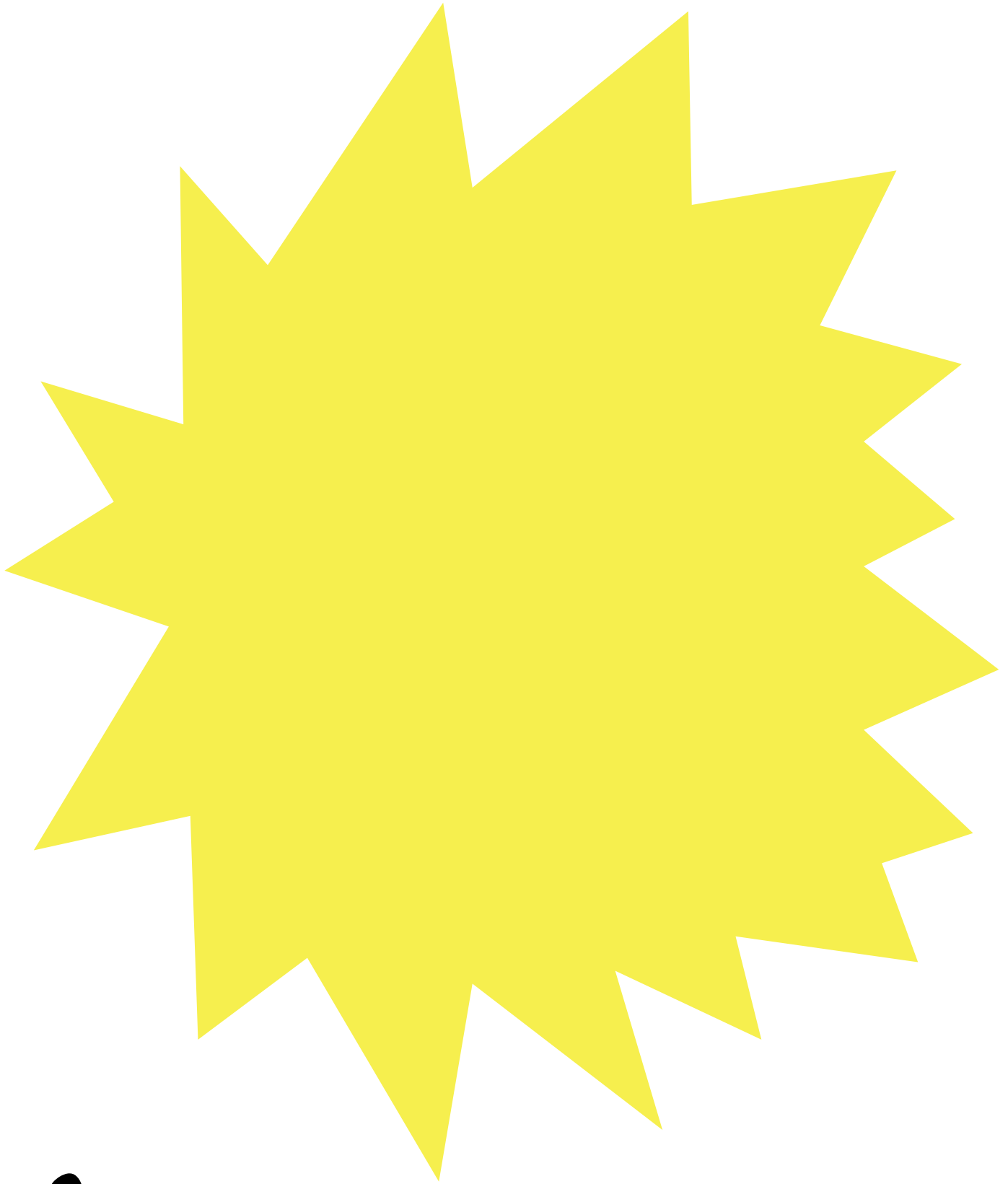
- Step 1: CUT out your pizza.
- Step 2: BREATHE IN and smell your pizza.
- Step 3: BLOW OUT to cool your pizza.
- Step 4: REPEAT 5 times.

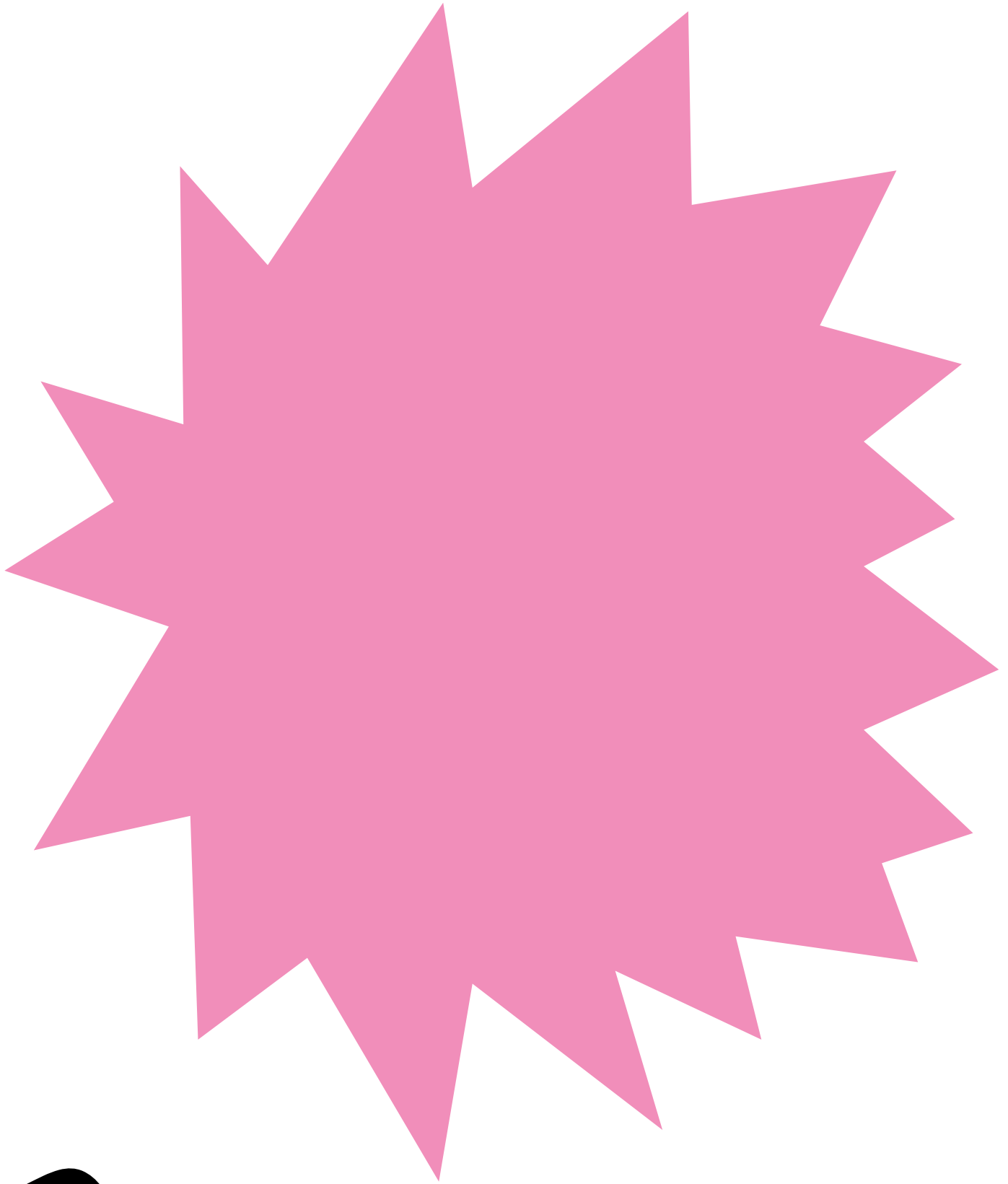




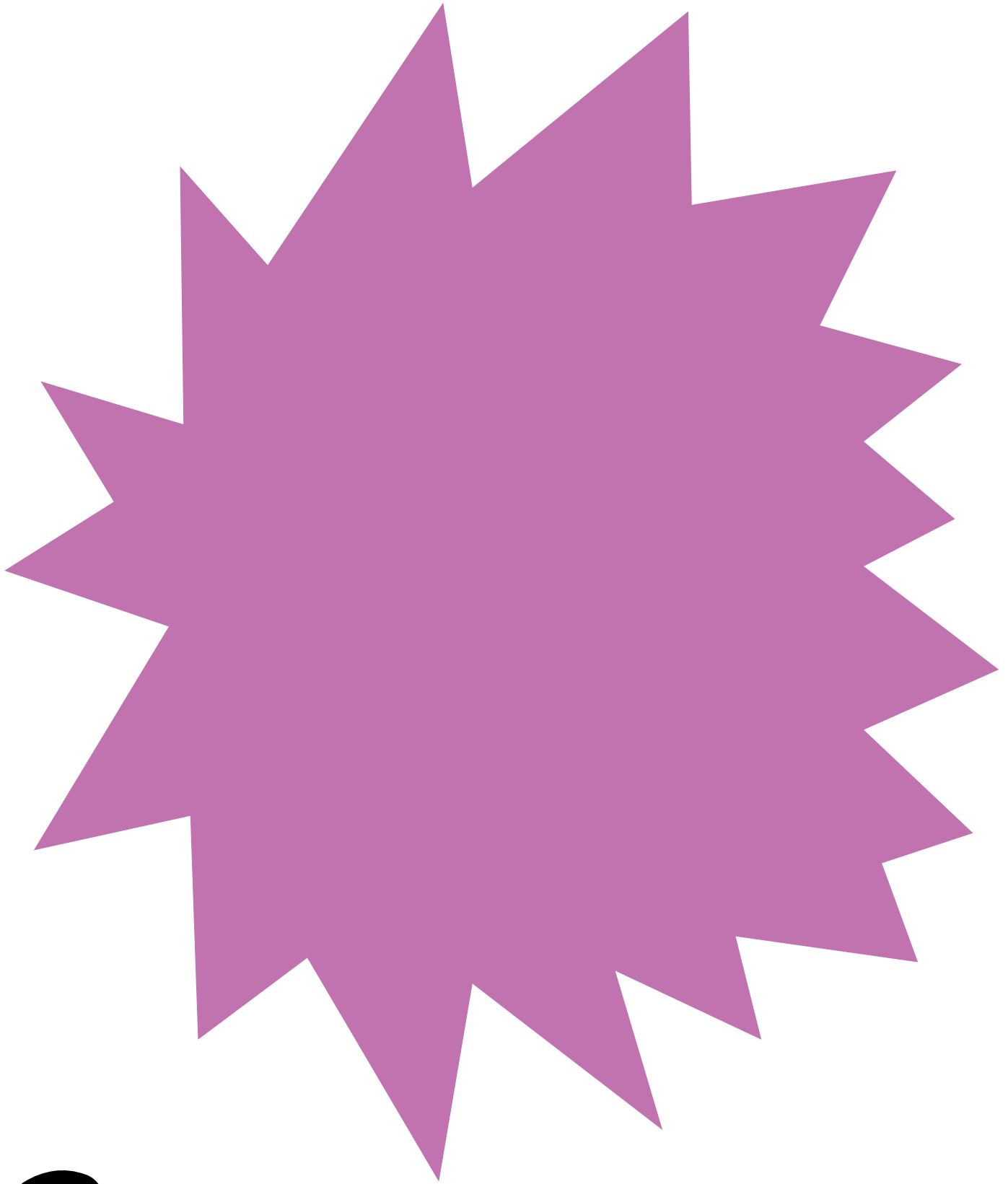
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# Alex's Jump Rope Handles

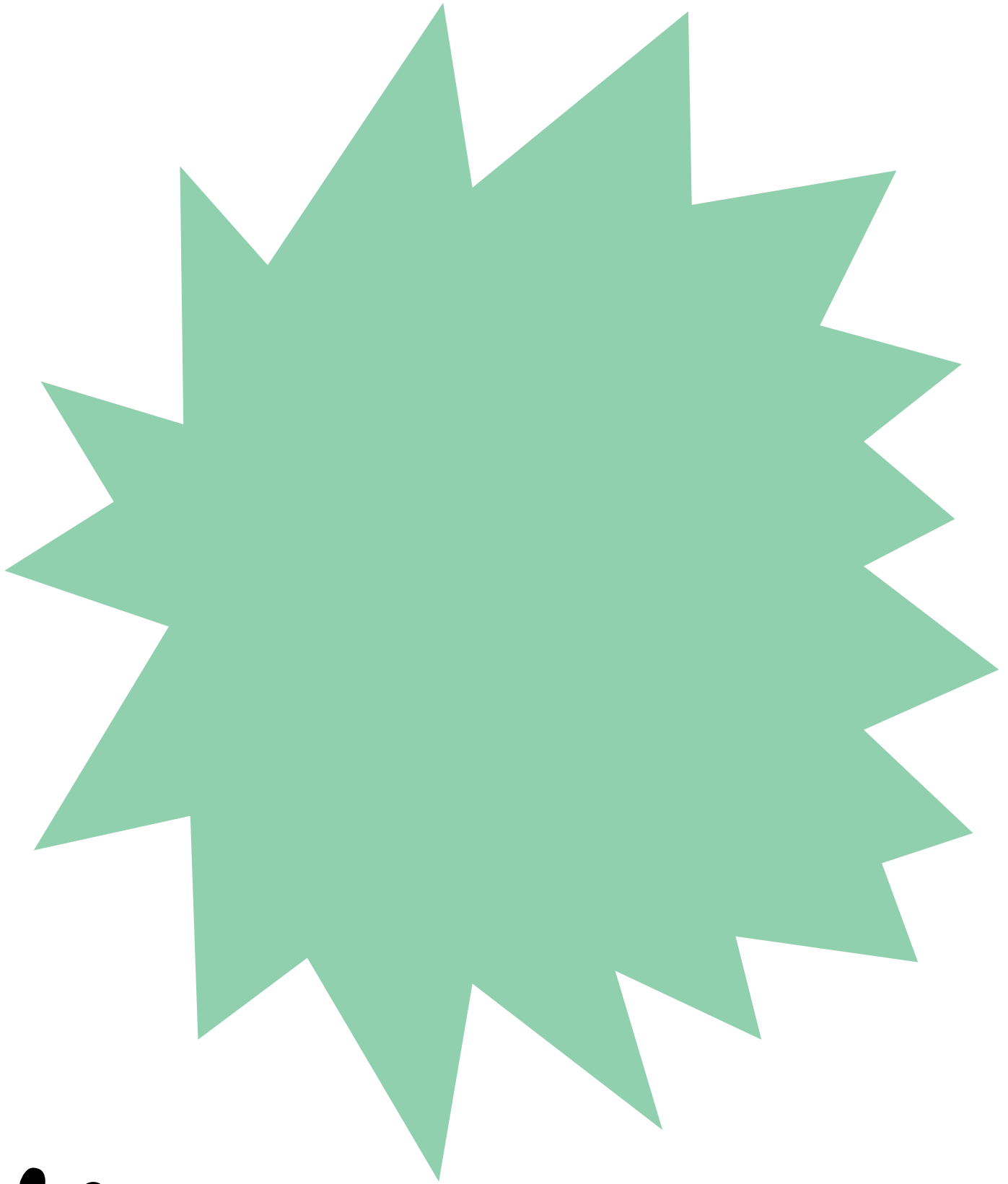




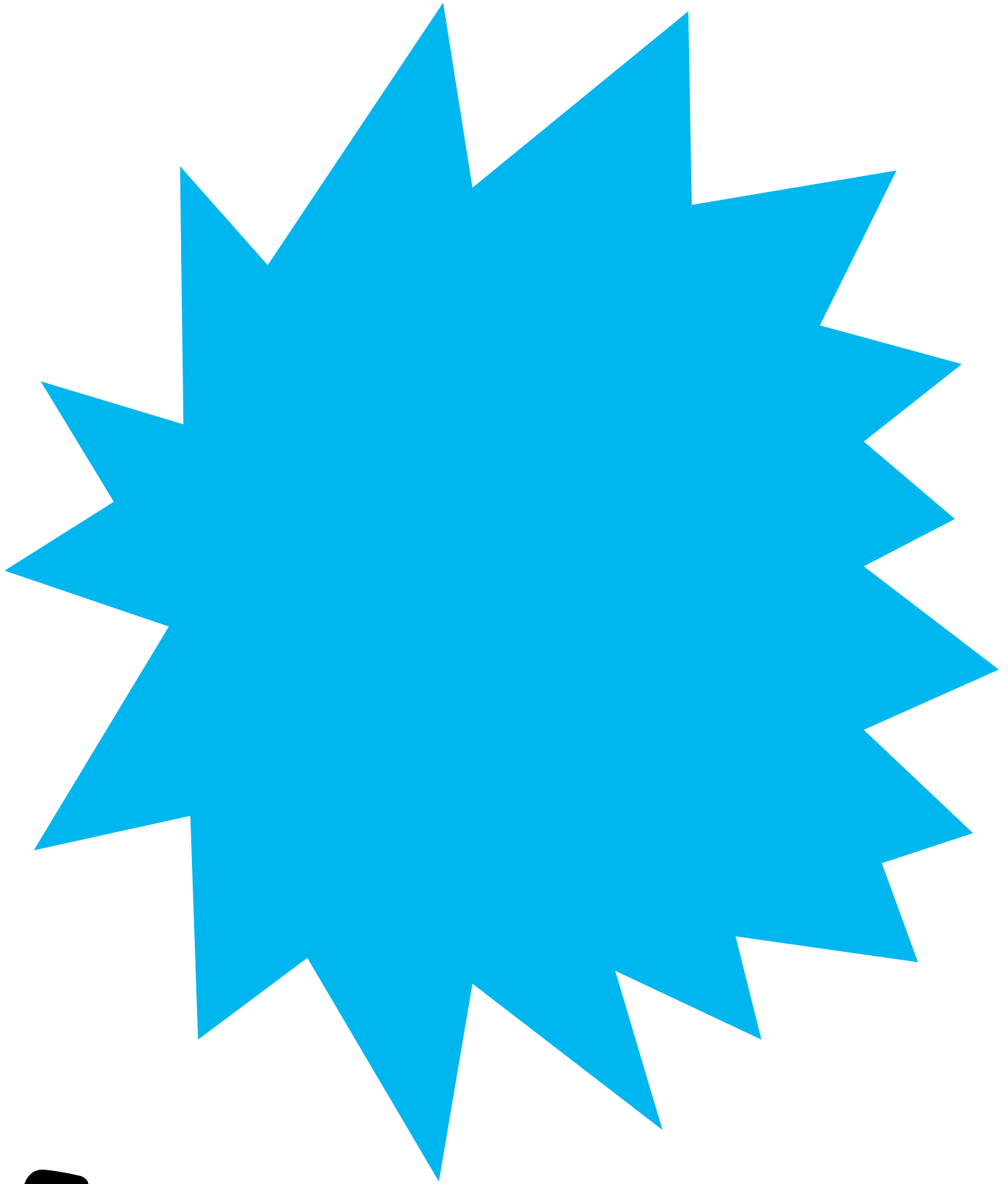
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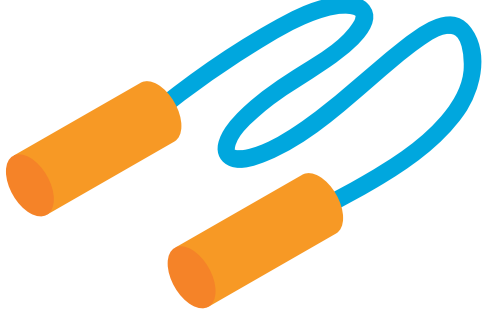



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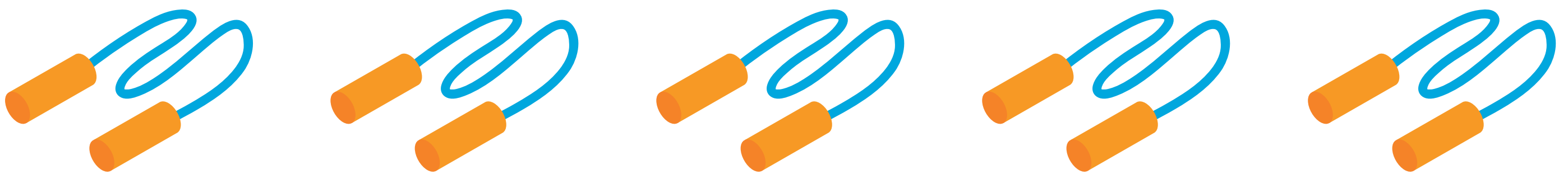
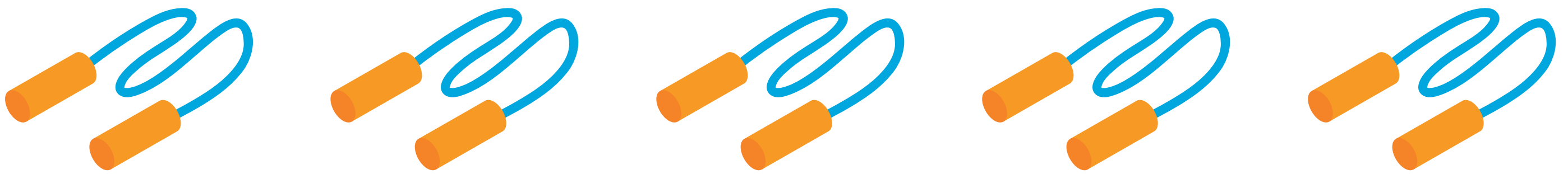
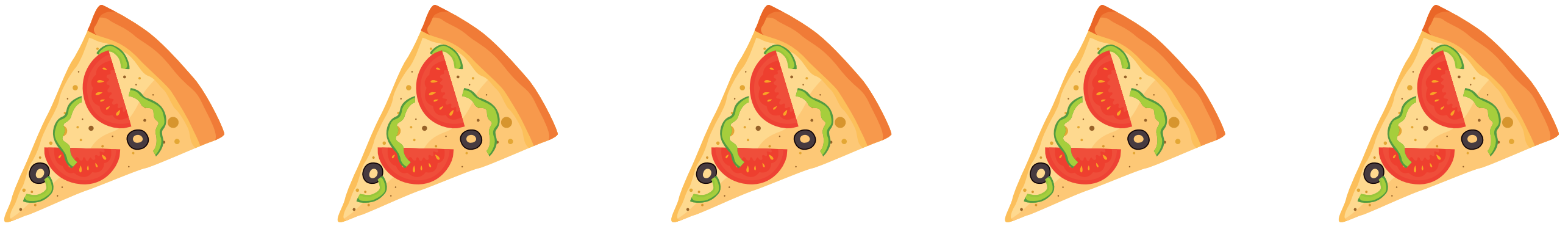
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# I CAN CALM MYSELF

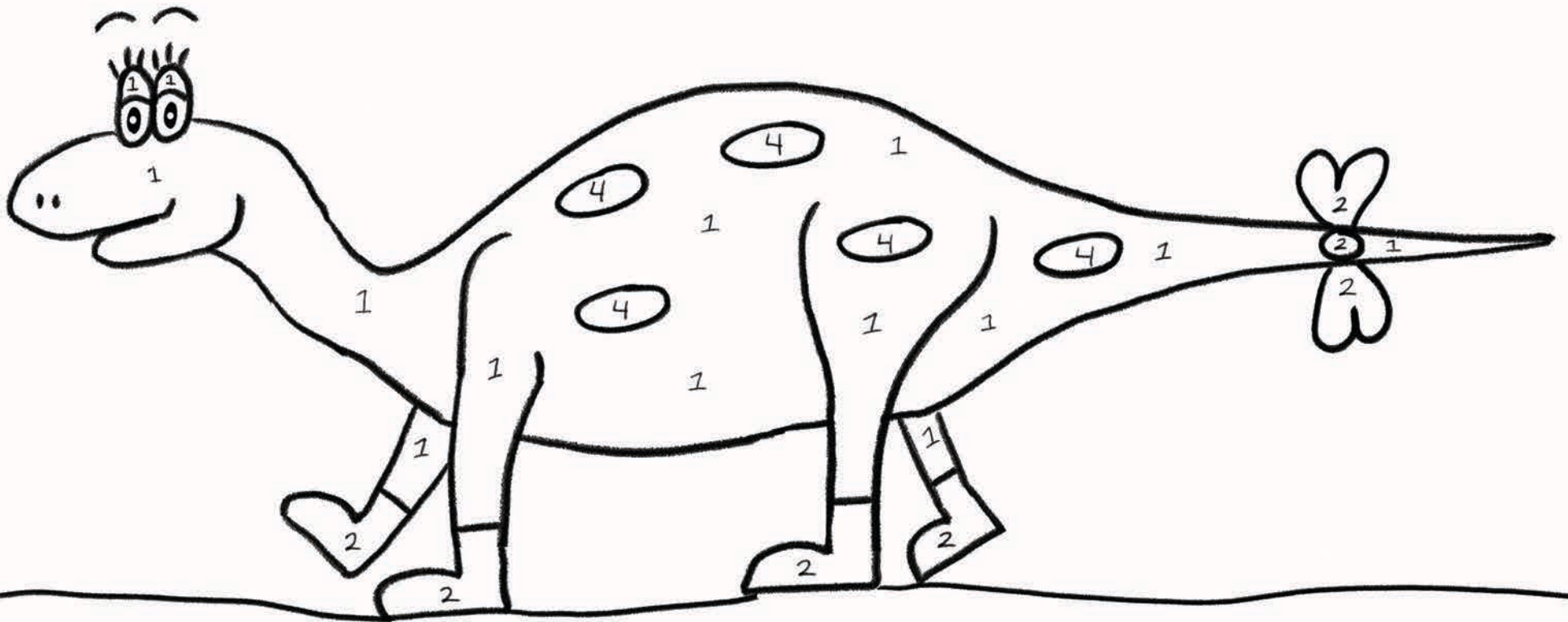
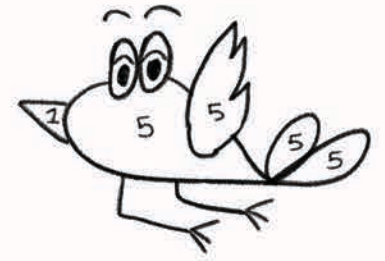
		



# I CAN CALM MYSELF







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# Alex: Activity Sequence Cards for Instruction

