

The Safety Squad

Storytime Workbook



Meet the Sparks!™

Growing whole humans, one conversation at a time.



Chow
HAPPINESS



Izzy
SADNESS



Pepper
ANGER



Fizz
LOVE



Koko
PEACE



BoA
FEAR

Purpose Prep, a trusted name in the field of Social Emotional Learning (SEL), brings you this supplemental resource to further develop children's abilities to recognize, regulate, and reflect on their emotions.

These activities are relevant, fun, and engaging. They are focused on helping children become more self-aware and able to understand how their feelings correlate with their actions, well-being, and relationships.

By following our online program, this workbook can be utilized as a supplemental resource to our curriculum. It can also be used as a learning tool independent of the online program. To find more information about SEL growth and other tools offered and developed by Purpose Prep, visit www.purposeprep.com.

This workbook is dedicated to all the teachers and parents who help children fulfill their purpose in life, and to all the learners who grow with each social-emotional activity.

Learning My Basic Emotions: What to Do When You're Angry

The Sparks were getting ready to write stories in class, and everyone was sharing their ideas. Fizz was writing about a space soccer match her team had won; Boa was writing about trying something new that she was a little nervous about; Chow was smiling and listening to everyone sharing their ideas. As each new friend shared what they wanted to write about, Pepper could feel himself getting upset about not having any ideas like the others. After most of the class shared, it was time to start writing.

With a blank piece of paper in front of him, Pepper felt his frustration bubbling. He couldn't find any writing ideas; he was thinking about how mad he was getting and how he didn't even want to write. Looking around, he could see that his friends had papers that were getting filled line-by-line, but he still had nothing. SNAP! Pepper's pencil broke in half between his hands. Pepper threw it down to the floor, crying. He crumpled his paper up and shouted, "I can't write! I don't want to write! This is the worst!" He stomped on the floor. All of Pepper's friends felt so bad for him. They knew that he needed some help right away.

Fizz walked over and told Pepper in a calm voice, "It's ok to be angry, but it's not ok to break things. Let's breathe together."

Pepper looked at Fizz and knew she was right; but he wasn't ready to talk yet. He breathed two big, deep breaths and sat in his seat.

Fizz asked Pepper, "Can we look at this in a different way to see if it will help you?"

"Sure," said Pepper, with his head in his hands.

"We know you have lots of writing ideas," said Fizz. "You came up with our game today at recess. You could write all about that. Or, you could write about how you and Koko took a ride on the space shuttle earlier today. There are so many everyday things you could write about. You just need to believe in yourself!"

"Thanks, Fizz. You're probably right," said Pepper. "I was so mad that everyone had good ideas, and they were starting to write, and I felt like I had nothing. But I just need to relax and remind myself that I have good ideas too. Sometimes, they just don't come out as quickly."

"You've got the right idea, Pepper!" said Fizz. "Keep on using your strategies, and you'll be on the right path!"

Discussion Starters and Support:

1. What signals can tell you that you're feeling angry or someone else is feeling angry?
2. How can you support yourself and others through anger?

Practice how you would help someone work through their anger.



Storytime Coloring Space

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Learning My Basic Emotions: All about Love

It was Friends Day at the Intergalactic Academy, and all of the Sparks were getting ready to celebrate. On Friends Day every year, everyone at school found fun ways to show how much they appreciated their friends. Fizz was especially excited to celebrate this day with everyone. She had something special planned for each one of her friends.

First, on the shuttle ride into school, Fizz tucked a note into Pepper's backpack, so he would find it when he opened his backpack in the classroom. After that, when Fizz had some free time, she drew a picture for Chow and gave it to him. He was so happy and felt loved! Fizz was on a Friends Day roll; she couldn't wait until lunch to surprise Izzy and Boa.

Fizz knew that Izzy and Boa both loved Super Fizzy Space Rock Candy. She brought them each a piece from home and wrote a note to them. Their huge smiles let Fizz know that she had really made them happy with the treat.

By the end of the day, Fizz had given many of her friends notes, kind words of encouragement, and thank you cards. The gift Fizz was most excited for was Koko's. Koko had been wanting to read the new Intergalactic Heroes story, and Fizz was about to give her a copy of it. As Koko opened the book from her dear friend, she was overcome with happiness. She knew Fizz was an awesome friend. She always tried to show how much she cared about everyone around her!

Discussion Starters and Support:

1. How can you spread love?
2. How can we show ourselves love?

Have learners tell their favorite way to be shown love.



Storytime Coloring Space

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Learning My Basic Emotions: What Do I Do When I'm Afraid?

The snowflakes that were falling began to pile up, and the hill would be ready for sledding soon. Since the Sparks didn't have to go to school, they were planning on getting their space sleds out and having some fun together.

Someone wasn't feeling too excited about space sledding, though. Boa hadn't tried space sledding before, and she wasn't sure today would be a good day to start. It looked so fast and so unpredictable with all of the bumps in the hill. As she got ready to go, Boa was thinking up every excuse she could use to not get on the sled. It was a good thing her friends knew that she was pretty afraid of space sledding because they knew they'd need to encourage and support her today.

When everyone got to the sledding hill, they agreed to start on the small side of the hill in order to get used to it.

Koko asked Boa, "What can we do to help you try this today? I think you'll have fun once you get the hang of it."

"I'd really rather just make snowballs over here," Boa replied with a shaky voice.

"I can tell you're nervous, and I understand. We all felt that way the first time we went sledding too," said Koko.

"Oh, really? You guys were nervous too?" Boa was surprised to hear that she wasn't the only one.

"Of course!" said Koko. "What can we do to help you face your fear and have some fun today?"

"Well, maybe I'll just sit on my sled and see what it feels like on the snow. Then, maybe you can push me on the snow but not down the hill," said Boa, trying to sound brave.

"That's a great idea! Have a seat!" said Koko.

As Boa glided along the ground, she began to feel her nervousness start to fade and actually felt pretty free.

"This isn't that bad," Boa said, turning to look at Koko.

"Do you want to try the little side of the hill with everyone?" asked Koko.

Boa took a deep breath. "Only the little side for now, right?"

"Yes, that's where everyone is," assured Koko.

Koko and Boa walked up to Chow, Izzy, Pepper, and Fizz. They were getting ready to go down the hill on their own space sleds. Koko and Boa sat down on their sleds next to one another. Koko gave Boa a nod to let her know it would be okay.

They pushed off and let the snow take them down the hill. Boa had a smile on her face because she knew that she had overcome one of her biggest fears. She was proud of herself and had a ton of fun that day!



Discussion Starters and Support:

1. What body signals might you get when you're worried or afraid?
2. How can you support someone who is feeling fearful?

Walk learners through a visualization of them overcoming their fears.

Storytime Coloring Space

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Learning My Basic Emotions: Peace

After a busy day, the Sparks decided that they'd do some stargazing and just relax. Looking up and seeing the bright stars was one of their favorite things to do together.

"Did you see that shooting star?" Pepper asked. He loved the excitement of seeing stars race across the sky.

"Wow, that was awesome! It was so fast!" said Chow.

"I like the stars that just twinkle up there. They look like beautiful little night lights," Fizz added.

"What about you, Koko? What makes you feel calm and peaceful?" asked Izzy.

Koko thought for a moment. "I guess just floating on our space rocks makes me feel peaceful. Talking with you guys and being together is something I really enjoy."

"Aww, thanks, Koko. You're a great friend," said Boa. "That's what makes me calm and happy, knowing that I have friends like you to support me, especially when I'm feeling scared or worried," Boa added.

Izzy said, "Wow, we're all pretty lucky! I know when I'm super sad or down in the dumps, you will all be there to make me smile or laugh."

"I do make a pretty good goofy face. I like when I can cheer you guys up. That makes me feel awesome," said Chow.

Pepper spoke up. "I agree! Having good friends makes me feel peaceful. I really like drawing too. That helps me when I'm angry."

The Sparks talked for a little while longer. They watched the stars sparkle and stream across the sky, knowing that they all brought peace to each other in different ways.

Discussion Starters and Support:

1. What makes you feel peaceful?
2. How can you help others feel peaceful?

Discuss that different things bring peace to different people.



Storytime Coloring Space

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Learning My Basic Emotions: What to Do When You're Happy or Sad

On the way home from school, Chow and Izzy were chatting about their day. Chow was so happy that things had gone well at school all day. He worked hard on an art project, read a great book at the library, and helped a friend in math class. Izzy wondered how Chow could always stay so positive.

"How do you do it, Chow? I want to be happy like you. How can I do that?" Izzy asked.

"Well, I do a few things that really seem to help me keep my happiness going all day long," Chow explained to Izzy. "When I am happy, I always spread it to others by giving compliments, encouragement, and support when I see friends who need it."

"That's a great idea, but how do I do that too?" asked Izzy.

"Well, if you're feeling down, ask for help from a friend. Or try to see things from a new point of view, maybe a more positive one. Or, my favorite is to practice being thankful. That always brings me joy." Chow was full of helpful ideas!

"Thank you so much for showing me how to be happier. I'm going to try these out next time I need a boost of happiness," said Izzy.

With a huge smile on his face, Chow said, "You bet, Izzy. That's what I'm here for!"

Discussion Starters and Support:

1. What strategies do you have for keeping happiness and changing sadness?
2. How can your point of view change your perspective?

Guide learners in thinking about taking a positive perspective.



Storytime Coloring Space

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Positive Living: Creating Personal Values

On the weekend, the Sparks had a special assignment. They had to talk to their families about creating personal values. This school year, they had already talked about values and living life in a positive way, but now it was time to think about values in a more personal way. Each student needed to choose one or two values to discuss with their families and decide how to incorporate them into their daily actions.

Boa decided that the two things that were most important to her were individuality and optimism. As Boa and her family sat down in their living room, she told her mom, "I think the two things I'd like to focus on for my personal values are individuality and optimism."

"Those sound great," said her mom. "Why did you choose those, and why are they so important to you?"

"Well, I know that I'm pretty unique. There are a lot of things that I like that my friends don't necessarily like, but that's okay with me. I like who I am, and it's okay with me that I'm different from my friends. Like when I brought in sushi for lunch at school. None of my friends had ever had it before and they thought it was really different. I agreed that it was different from our usual sandwiches, but it was something I really enjoyed and was happy to eat."

Boa's mom responded, "I think that makes a lot of sense. If you value your individuality, then you definitely should take actions to show that."

Boa continued, "I also chose optimism because I know at times I can get caught up in being nervous or worried about things. I use optimism as one of my personal values so I can focus on seeing the good in more situations. That might help me feel better in general and have a more positive outlook on things."

Boa's mom said, "Wow, Boa, I'm proud of you. You really thought about how you could use your personal values to live your life in a positive and healthy way. Good for you!"

At Chow's house, he talked to his dad about his personal values.

"I think two of the values I'd like to really focus on in my life are compassion and service. I have a pretty big heart, and I really enjoy helping others, so these two seem like a good fit for me."

"I agree, Chow," said his dad. "Remember that time you saw your friend who didn't have a bike? You really felt for him, so much so that you organized a bake sale to raise money for him to buy one."

Chow replied, "I do remember that. I loved helping him get a new bike. It was such a good feeling to help out and see him happy."

"You've already been living life following those values. You just didn't know it yet!" said Chow's dad.

"I guess so," Chow said. "I can't wait to do more. I know there are so many things I can do here at home and at school to make my actions match my values."



Creating Personal Values (continued)

When the class came back after the weekend, they shared how their discussions with their families had gone. Some students kept their original values, and others changed theirs or added on to what they already had. That was the great thing about personal values that the Sparks learned. They didn't just have to live by one. They had to make the ones they live by really count.

Discussion Starters and Support:

1. What kind of person do you want to be seen as? This might help you choose which personal values to live by.
2. How can you make sure that your actions match up with your personal values?

Some of the values people live by are big words. Don't let this deter you from teaching them to be learners. Break down what some common ones look like, and teach learners how to use their value words in sentences so that they can begin to articulate them for themselves.

Storytime Coloring Space

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Positive Living: Healthy Life Choices

During outdoor recess, the Sparks were playing a game of tag. Everyone was laughing and running and having a great time. Fizz was “it” and was trying so hard to catch up with Koko, but she was having a really hard time. Fizz stopped, leaned over, and put her hands on her knees. She was exhausted and out of breath, but hadn’t been running for all that long.

“What’s wrong, Fizz?” asked Pepper.

“Gosh, I just don’t know. I feel so tired, but I don’t really know why.”

“Oh, no, I’m sorry,” said Pepper.

Everyone came over to see if Fizz was ok.

“Why don’t you sit down for a minute,” suggested Chow.

Fizz sat down and tried to catch her breath.

“I guess it’s been a while since I played tag and really ran hard,” she said. “I guess I should be doing it more often so I can work my heart muscle more.”

The friends sat with Fizz, and they asked if she’d gotten enough sleep and had eaten food that would fuel her body. As Fizz thought, she realized that she hadn’t been making such healthy choices lately. She had been eating lots of things like cookies and chips, and a lot less of her fruits and vegetables. Fizz realized that even though they tasted good, they probably should be more of a “once in a while” treat.

All of the Sparks agreed, they should all think about trying to make healthier choices on a daily basis.

“I have an idea,” said Fizz.

“What?” they all asked.

“Well, if this is something we all want to work on, we should help each other out, right? I think we should make a sticker chart where we get to put a sticker on if we make a healthy choice. What do you all think?” questioned Fizz.

Chow said, “That’s a great idea, Fizz. Maybe we can ask to hang the chart in the classroom where we all can use it throughout the day.”

The next few weeks were fun as the Sparks filled up their sticker chart with each healthy choice they made. They filled the chart by doing things like brushing their teeth twice a day, going to bed early enough to get at least eight hours of sleep, eating healthy foods, drinking enough water, and getting enough physical activity each day.

They had fun trying out new vegetables like Brussels sprouts and red cabbage. Chow started a hiking club that met each week, and the Sparks all brought in fun water bottles to refill throughout the day at school. They decided that after they got 100 stickers on the chart, they’d have a celebration with popcorn and a movie together.

About a month after starting, they placed their 100th sticker on the chart. They all celebrated with high fives and huge smiles, knowing that they were not only going to have their movie reward, but much healthier lives with their new choices!



Discussion Starters and Support:

1. What body signals was Fizz getting to let her know she needed to make healthier choices?
2. What healthy choice would you like to make today?

Making healthy choices a group effort can be fun! As a class or family, try to identify one or two healthy choices that everyone can commit to as part of your daily routine. Getting fun water bottles or shopping for new healthy foods can make stepping into better overall health more enjoyable.

Storytime Coloring Space

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Positive Living: Practicing Perseverance

The Sparks were excited to go to their school's new library. The librarian showed them all of the new bookshelves filled with adventures, how-to books, science experiments, and stories of long-ago. After a tour of the new books, the librarian had the class sit on the new, fluffy rug by her reading chair. Everyone listened to the story and couldn't wait to check out their own books.

Pepper headed right toward the science books. "I want to make a volcano that erupts!"

Fizz wanted to read a story about friendship. Koko was interested in learning about different planets, but she was having a hard time finding a book that she could read. The librarian walked up to Koko and asked if she could help her.

"I know what I want to read about, but I'm just not a great reader. A lot of the books are too hard for me," Koko said quietly.

"I understand what you mean. Reading was hard for me at first too. It's actually hard for a lot of us. But that doesn't mean you can't read what you want. You just have to practice really hard and have perseverance," said the librarian.

Koko looked at the librarian with wide eyes. "What's perseverance? It sounds tough!"

"That's a great question. Perseverance is continuing to try hard to do something, even when it's difficult or takes some time to achieve. Does that make sense, Koko?"

"It does, and that's exactly how reading feels to me. It's really tough, and it's taking me a long time to get it."

"Well, what are you doing so that you can improve little by little each day, Koko?" the librarian asked.

"I always listen when my teacher is reading out loud to us, I ask questions if I don't understand something that I'm reading, and I read every night at home with my family," said Koko.

The librarian nodded. "You're doing all the right things, so keep it up! Do you want me to show you some books about planets that might be just right for you?"

"I'd love that," said Koko.

After Koko and the Sparks checked out their new books, they took them back to the classroom. They had some time to share what they had gotten at the library. The class sat in a circle on the rug, and each had their books in front of them.

Koko was looking forward to showing and reading her new books about the planets and outer space. When it was her turn to share, she looked at her books. Her first book was called *Navigating Space*, and she looked at the cover.

She thought to herself, "That is a really big word. I'm not sure I can read it, but I know I need to practice perseverance. I'm going to try and sound it out."

As Koko sounded out the word "navigating" bit by bit, she put it together, and said it out loud excitedly, "Navigating Space!"

She had done it and felt so proud of herself. She knew that she would have to keep trying hard all the time to become a stronger reader. This was a great start, though, and she was excited to continue practicing perseverance!



Discussion Starters and Support:

1. What kinds of things take perseverance in life?
2. How do you think you'd feel if you practiced perseverance and achieved a goal?

Perseverance is running a marathon, not a sprint. This concept is sometimes difficult for learners to understand. Making a visual map of a goal they want to reach can often be helpful. Have them draw or write steps they'll take to achieve a goal, and what their plan is for handling setbacks.

Storytime Coloring Space

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Positive Living: Being Respectful

The Sparks were getting a new student in their class, and they couldn't wait to find out who it was. Their teacher told them the new student's name was Dax, and he was coming from a school that was far away. He was going to need some help getting used to the Intergalactic Academy. The Sparks were ready to help Dax get familiar with everything at school. They even had a desk ready for him that had all of the classroom supplies he'd need in it. Chow and Fizz were also making a welcome sign to put on Dax's desk. The class hadn't had a new student all year, so everyone was quite excited.

After snack time, the principal walked to the classroom door with Dax and introduced him to the teacher. Dax looked around and said, "Hey, this class is really small."

The teacher was a little surprised by this introduction. "Hi, Dax. Welcome to our class. Everyone here is so happy to have you," she said in her kindest voice.

"Eh, I liked my old school better."

The Sparks knew that coming to a new school could be hard, so they knew they'd have to be sensitive to Dax's feelings. Fizz raised her hand, and their teacher called on her.

"Hi, Dax," said Fizz. "We made you a picture, and we put some things on your desk. We hope you'll like it here once you get used to it."

Dax looked down, "Yeah, OK."

"Why don't we show you where you'll sit, and then we can all come to the rug for our group activity," said the teacher.

After Dax put his backpack away and saw his desk, he followed the rest of the class down to the rug.

"We've been learning about respect for the past few days, and today we'll be playing a game to review some of the main ideas about how to show respect for yourself and others," their teacher started. "Pair up and you'll get a card that has a picture on it. You and your partner will decide if the card shows someone being respectful or disrespectful. You'll then sort it into the 'respectful' column or the 'disrespectful' column on the board."

Fizz and Izzy had a card showing someone helping a classmate who had fallen get back up. They placed their card under the word "respectful."

Pepper and Boa's card had someone shouting at someone else. They agreed that this was definitely something that needed to be in the "disrespectful" column.

Chow was sitting next to Dax. They were partners and had to talk about what was on their card. In the picture, they saw a family sitting at the table eating dinner. The kid in the picture was saying, "Yuck, I'm not eating that. It's gross."

Chow started, "I don't think that seems very respectful. What do you think?"

Dax spoke quietly, "If I talked like that to my mom, I'd be in huge trouble."

"Me too," Chow agreed.

"But that's kind of how I talked when I got to the classroom today. I bet some of the classmates think I'm disrespectful. I don't want that," Dax said.



Be Respectful (continued)

"I think that starting at a new school is hard, and everyone wants to get to know you. Just be sure to show them that you're kind and respectful, and I'm sure it will be fine," Chow assured him.

Dax looked at Chow. "Thanks, I really want to be happy here."

After they talked, Dax and Chow placed their card under the "disrespectful" column.

Their teacher complimented them on their teamwork, and Dax was the first to smile and say, "Thank you. It was fun working together."

The rest of the class sorted their cards and discussed how being respectful to those around you is a great way to get them to be respectful to you, too. After their activity, the class went to lunch. Dax was able to sit with the Sparks and get to know them.

They found out that he was really good at skateboarding and loved listening to music. He learned a valuable lesson about respect that day and would use it as he got to know more friends at the Intergalactic Academy.

Discussion Starters and Support:

1. What could Dax have done differently when he arrived at school?
2. How do you feel when people are disrespectful to you?

As adults, we are models of how to treat others with respect. Discussing ways to show respect in school, at home, and out in the community will help learners prepare for interactions with others.

Storytime Coloring Space

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Positive Living: Celebrating Differences

The Intergalactic Academy was getting set to celebrate YOUnique Day. Everyone was making a presentation about themselves, and what made them different from their classmates. They had been working on their presentations for a few weeks, and they were excited to share them in class. The fun thing about YOUnique Day was that everyone had to keep their presentation topic a secret until the big celebration.

Boa was going to be presenting about how she could speak three languages. It was something that she was very proud of, and it definitely made her different from everyone in class. Since she was so excited, she volunteered to go first. On her way up to the front of the classroom, she smiled and walked proudly with her poster in her hands.

As Boa placed her poster on the board, everyone realized that it was written in three different languages. This was how she was going to tell the class about what made her unique.

“My family speaks three different languages. We speak the one we all know as a family, the one from where my mom grew up, and the one from where my dad was born. We have practiced a lot to learn all three, but it has helped our family grow closer because we can understand and communicate with all of our relatives.

Boa showed her poster and described the similarities and differences between the languages. Then, her classmates asked her to say different words in each language. Boa was so proud that she could do it, and that she had shown everyone in class what made her unique. They clapped as she went back to her desk.

The next student to present was going to be Izzy. Izzy walked up the board in front of everyone and started writing without saying anything. In big letters on the board he wrote, “I AM LEFT-HANDED.” Everyone read the board and smiled, waiting to hear what Izzy was going to say.

He started, “Being left-handed is pretty unique. Only about 10 percent of the world is left-handed.” Izzy showed what it would look like if he wrote with his right hand. It was pretty messy looking.

But that was the point. It was clear that his brain and body worked best as a lefty, and that was great. He asked the students in class to raise their hand if they were left-handed, too. Only one other student raised their hand.

Izzy went on to tell some other fun facts about left-handers, naming some famous lefties, and showing the difference between a left-handed baseball glove and a right-handed one. Once Izzy was done, everyone clapped, and he sat back down.

After everyone in class had done their presentations, their teacher spoke in front of the class.

“I’m so happy that each of you showed us something that makes you different and amazing. That’s the thing about differences. Once you get to know how everyone around you is unique, you can find a new appreciation for them.



Celebrating Differences (continued)

“Our differences help us bring more to every group we are in, whether it’s a family, a group of friends, classmates, or teammates. Our differences should be accepted and respected everywhere we go!”

Discussion Starters and Support:

1. If you had the chance to make a YOUnique Day project, what would it be about?
2. How can we ask about people’s differences respectfully?

Help learners understand that differences are what make groups of people more interesting and able to solve problems more effectively. Speak openly about respecting differences and celebrating everyone for their unique perspectives and talents.

Storytime Coloring Space

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My Health and Well-Being: Personal Boundaries

It was Pepper's birthday party, and he was so excited to see all of his friends. Pepper's mom was getting the decorations and party food ready for the guests that would be coming soon. She had a big surprise for Pepper. He thought that everyone would be coming to the party at 5:00 o'clock, but she told everyone to get to their house at 4:00 o'clock and hide in the backyard, so they could surprise him.

As the party guests started arriving quietly, Pepper was getting ready in the house. He brushed his teeth and made sure his hair was just right.

His mom called to him from the kitchen. "Pepper, could you please take the trash out for me?"

"Sure, mom. I'll be right there," Pepper called back.

He walked into the kitchen, grabbed the garbage bag, and headed to the back door. His mom was close behind him, but he didn't notice.

As Pepper opened the back door, all of his friends and family members jumped out and shouted, "SURPRISE!"

They all ran up to him and started giving him huge hugs, not realizing what his face looked like. Pepper dropped the garbage bag, wiggled his way out of the crowd, and ran into the house.

Pepper's mom asked everyone to stay in the yard while she went in to talk to Pepper.

"Pepper, honey, what happened? I thought you'd love seeing everyone at your party."

Pepper responded, "Mom, I do not like being surprised, especially when it's by so many people. And when they all ran up and hugged me at the same time, I felt so overwhelmed."

"I had no idea you felt that way, Pepper. I'm so sorry," said Pepper's mom.

"I guess we should have talked about your personal boundaries and what you like and don't like. That way, we could have avoided you feeling this way," she added.

"I'll be okay, mom. I just wasn't expecting that, and I like to know the plan and what to expect, you know?" said Pepper.

"Can we have everyone come in like normal and have the party start that way?"

"I'd like that," Pepper said.

Pepper's mom looked at him softly. "Of course, I'll let them know."

Pepper's party turned out to be a big success. Everyone ate great food, played fun games, and gave Pepper his birthday gifts, just how he wanted.



Discussion Starters and Support:

1. Why is talking about your personal boundaries important to you and those around you?
2. What should you do if someone doesn't respect your personal boundaries?

Children may not realize they get to determine their own personal boundaries, whether it's physical or emotional boundaries. Everyone's boundaries are different. That's why it's so important to talk about it openly to ensure everyone is treated the way THEY want to be treated.

Storytime Coloring Space

Now it's time to have fun and be creative! First, close your eyes and imagine the story you just read or had someone read to you. Then, draw how you envision the characters, your favorite scene, or an alternate ending in the space below! Use an additional sheet of paper if you need more space.



My Health and Well-Being: Intro to the "Always Ask" Rule

The Sparks were settling into their seats for the day at school, and Fizz noticed Chow was absent.

"Oh no! I wonder where he is," she asked out loud.

Their teacher said, "Chow wasn't feeling well this morning, so he stayed home to rest and feel better."

Fizz turned to Koko and said, "I think we should do something here at school to make Chow feel better when he returns. What do you think?"

"Yeah, that sounds great!" Koko exclaimed.

All through the day, Fizz and Koko were doing things they thought would make Chow happy when he got back to school. They reorganized all of his books and the supplies in his crayon box; they taped a picture they had drawn onto the top of his desk. They were so excited about everything they'd done for Chow.

When Chow returned to school the next day, they were so excited to see him that they ran up to him, jumped on his back, grabbed his arm, and pulled him toward his desk.

"Um, why are you guys all jumping on me and pulling me? And what is all of this tape doing on my desk?" asked Chow.

Koko and Fizz looked at each other, confused.

"Well, we missed you so much and are so excited to see you," Koko started.

"I'm excited to see you guys, too, but the jumping and pulling is a little too much for me," Chow explained.

"We wanted to do a few things here at school to make you happy when you got back from being sick. What do you think?" asked Fizz.

"I think that what you tried to do was really nice, but you rearranged my books and supplies, and you put sticky tape all over my desk. I guess I just wish you would've asked me how you could help me feel better instead of this.

"Before you touch other people and their personal items, you should always ask if it's ok," Chow said to Fizz and Koko.

Koko responded, "We're really sorry. We didn't think about it in that way, and we really shouldn't have moved everything around without your permission."

"Yeah, if I was gone from school, I don't think I'd want anyone touching my desk and stuff. We're sorry, buddy," added Fizz.

Fizz and Koko learned a valuable lesson that day about asking before touching anything that belongs to someone else. The next time anyone was sick, they knew they'd handle it differently.



Discussion Starters and Support:

1. Why is it a good thing to always ask those around you before you touch them or their personal items?
2. Will everyone always have the same answer to the always ask rule?

The always ask rule goes for adults too, not just children. If we want kids to grow up making themselves and those around them safe, we have to model the behaviors for them.

Storytime Coloring Space

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My Health and Well-Being: Keeping Others Safe

The Sparks had an exciting day planned. They were going to see the new space skating park that had just opened. Everyone had their skates packed, and they were ready to roll! Once they got to the skating park, they sat on the ground and got their skates on.

"It's been a while since I've skated. I hope I can stand up," Koko said with a laugh.

Chow agreed, "Me too! No matter what happens, we'll have fun together."

As they glided over to the rink and ramps, they saw another group of friends come into the park. Their faces were scrunched up, and they looked like they had just eaten a mouthful of sour grapes.

The Sparks were rolling around the rink having a blast. Chow was going slow and steady while Izzy was speeding around in circles. Pepper needed a break and went to sit down on the benches along the side of the rink. As he sat down, he heard someone laughing at him and making fun of the way he skated. It was someone from the group that had come in earlier.

He looked their way, and one of them said, "What are you looking at, floppy?"

They all laughed together, and Pepper could feel himself getting upset.

On her next circle around the rink, Izzy saw Pepper's face and could tell something wasn't right.

"What's going on, Pepper? Are you okay?" asked Izzy.

"No. These other skaters were laughing at me and calling me floppy!" said Pepper.

Izzy was shocked. "Wow, that's really uncool. I'm so sorry."

Izzy skated straight over to the other group, and, immediately, they got quiet.

"My friend said you guys laughed at him and called him floppy. Is that true?" Izzy questioned.

"Yeah, so? He looked all floppy and wobbly. It was hilarious," said one of the skaters.

"But that would really hurt your feelings if someone said that about the way you skated.

Pepper's really working hard, and he's doing great for a new skater," Izzy responded.

"Oh, he's new? I didn't know that. Now I feel bad that we laughed at him," said the skater.

Izzy offered a solution, "If you feel so bad, why don't you go over and apologize to him."

The skaters made their way over to Pepper, who was sitting with his back turned.

"Hey, we want to talk to you," one of them said.

Pepper turned with a frown on his face, "What?"

"We messed up. We want to say that we're sorry for calling you floppy and laughing at you. That wasn't very nice."

"Hm, thanks, I guess. Don't do it again," Pepper said.

Izzy rolled back over to Pepper to make sure he was okay.

Pepper looked at Izzy. "Wow, you really talked to them about what they said to me?"

"Of course I did. They needed to know that making fun of someone isn't ok. I'll always be here to stand up for you!" said Izzy.

"Thanks, Izzy! You're a great friend," said Pepper.



Discussion Starters and Support:

1. Why is it important to stand up for ourselves and others around us?
2. What can you do to show others that you are a safe and helpful friend?

Confrontation doesn't always have to be bad. Sometimes having an important conversation can lead to more understanding between people.

Storytime Coloring Space

Now it's time to have fun and be creative! First, close your eyes and imagine the story you just read or had someone read to you. Then, draw how you envision the characters, your favorite scene, or an alternate ending in the space below! Use an additional sheet of paper if you need more space.



My Health and Well-Being: Speaking Up and Reporting Unwanted Touches

The students at the Sparks' school were having a big assembly about friendship. Some students were receiving awards for being supportive and kind friends; others were singing songs and presenting the awards. The whole school was coming into the gym to be together and celebrate their accomplishments. As the Sparks came in with their class, they sat down in rows and faced the stage where their principal was standing.

Sitting next to Fizz was a student named Max. Max always bothered Fizz in class, and she was a bit disappointed he was going to be sitting next to her for the whole assembly.

"Can you move over a little bit, please? I feel a little squished," Fizz said to him.

Instead of scooting further away from Fizz, he moved closer to her and poked her in the side as he moved.

"Is this what you wanted?" he said in a mocking voice.

"No thank you," Fizz said firmly.

"Or is this what you meant," Max put his arm around Fizz's shoulder and squeezed tightly.

Fizz looked at Max with a serious face. "You are invading my space. If you don't move now, I will ask the teacher to move you."

Max moved his arm but didn't give Fizz any room. Instead, he was bouncing his knee over and over on her leg, smiling a big irritating smile. Fizz scooted over, so he couldn't touch her anymore, but he moved, too. Fizz was tired of Max bugging her. It wasn't right.

Fizz got up and talked to their teacher.

"Max poked me in the side, sat so close to me that his arm was around my shoulder, and then he was bouncing his knee on my leg. I asked him to stop, but he didn't, and I'm feeling very bothered and uncomfortable," Fizz said confidently.

Fizz sat down at the end of the row as the teacher walked over to talk to Max.

"Max, it's not ok for you to touch Fizz like that. She asked you to stop, and you should have. We will discuss the consequences after the assembly."

When the teacher returned to her seat, she spoke quietly to Fizz. "Thank you for speaking up about what happened with Max. Please let me know right away if he does that again."

For the rest of the assembly, Fizz was able to focus on having fun and celebrating the friends in her school.

Discussion Starters and Support:

1. What kinds of touches should be reported?
2. Who should you report unwanted touches to?

Remind learners their personal boundaries are there for a reason; if someone violates their space or crosses one of those boundaries, it's always okay to tell someone.

Children should never feel like they are tattling when they report an unwanted touch.

Encourage them to be open by listening and supporting them.



Storytime Coloring Space

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My Health and Well-Being: Learning Helps with Personal Goals

On a cold and snowy day at the Intergalactic Academy, the Sparks were discussing their goals for the future and how they were going to achieve them. It was goal planning day; everyone opened up their goal folders and pulled out their goal planning papers. The Sparks loved setting goals and figuring out how they were going to reach them. The room was buzzing with students talking about who wanted to be a firefighter and who wanted to be an astronaut.

“Here are my three big goals. Do you want to see them?” asked Chow.

Koko responded with an enthusiastic “Yes!”

“Ok, my first goal is to learn how to play the guitar; my second goal is to write a book; my third goal is to become an accountant like my mom,” said Chow proudly.

“Wow, those are great goals Chow,” said their teacher. She added, “How will your learning now help you reach those goals?”

“Hmmm, that’s a good question. Let me think about it,” Chow said. “Well, we are learning how to read music in our music class, so knowing that will help me when I try to read the guitar music. We write in our class every day. Plus, I write in a journal at home, so that will be helpful when I want to write a book later on. An accountant has to know a lot of math, and math is my favorite subject; we practice it every single day. That will definitely help me if I want to be an accountant when I grow up.”

Chow’s teacher was impressed. “You’re right, Chow. All of the things you practice on a daily basis will help you reach your goals later on in life. What you do now helps you know what you like and helps you see what your strengths are, so you can choose a job later on.

“What other goals do you have, everyone?” questioned their teacher.

Pepper raised his hand. “I want to be a firefighter.”

“So, what are you doing now that could help you achieve that goal?” she asked.

Pepper proudly stated, “I will have to be strong in my body and mind, so I work hard in gym class and listen really well.”

Izzy wanted to share his goals too. “I want to be a social studies teacher when I grow up, so to help me get there, I practice my map skills every day, listen closely in class, and look up important historical events at home with my family.”

“Wow, you all sound like you’re on your way to achieving your goals. I’m proud of you!” the teacher said to everyone.

The Sparks knew that reaching their goals meant working hard every day and focusing on being the best they could be.



Discussion Starters and Support:

1. Is it ok to change your goals over time?
2. Why is it important to set personal goals?

For some learners, personal goals may be as small as getting a hit at their next baseball game. Tracking daily practice activities can help encourage children and raise their confidence in their ability to reach their goals.

Storytime Coloring Space

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