

The Intergalactic Academy

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.

Why Emotions Are Important: What Are Emotions?

On the very first day of school at the Intergalactic Academy, six little Sparks walked into their classroom. They were all feeling different emotions about starting school. The first to walk through the door was Chow; he was so happy to finally be starting school! He knew he'd meet new friends and learn so much. He looked around to see who else was coming in. He saw a student who looked a little blue; it was Izzy. Chow knew he would have to share his joy and help Izzy feel better about school.

Two more students came in. Fizz was bouncing up and down, and Koko looked calm and ready to start the day. Fizz and Koko gave each other a high-five as they sat down with the rest of the group. Pepper came stomping into class. He was feeling pretty mad about having to wake up early for school. Fizz knew just what to do to help Pepper. She patted some empty space on the floor to let Pepper know he could sit next to her. He took a deep breath and sat down.

There was one more student right outside of the door peeking in; she looked so nervous and not excited to come in at all. Her name was Boa. Koko noticed how scared she looked and got up to walk to the door. She held her hand out to her and said, "We're all here for you. You don't have to be afraid. This is new for all of us!" Boa smiled shyly and walked in with Koko to be with the rest of the class. Once everyone was sitting in the circle, they were ready to start their school adventure together!

Discussion Starters and Support:

1. How do you feel about starting school?
2. What emotion words do you know?

Help learners articulate their emotions by describing your experiences and emotions from when you started school. Show your empathy and support by keeping the conversation going throughout the first few weeks of school.



Storytime Coloring Space

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Why Emotions Are Important: Why Emotions Matter

The Sparks were getting ready to play at recess. They had to decide what activities they were going to do. Chow, Fizz, and Pepper wanted to play on the planet swings, but Izzy, Boa, and Koko wanted to play on them too. There were only three planet swings available, so the group had to figure out who was going to play on them. As they were standing next to the swings trying to decide on a solution, the group noticed that Pepper's face was starting to scrunch up, and his hands were starting to clench.

Fizz looked at Pepper and then turned to Chow. "We've got to help Pepper. He's starting to get angry."

Chow suggested that each group could take a turn for a few minutes and then switch, so that everyone had a chance to play on the swings. Chow told Pepper to take a deep breath and think about how that would feel if everyone got a turn.

Pepper closed his eyes and imagined what that would be like. Then, he agreed that it was a good idea. "I was worried that we wouldn't be able to use the swings at all. That was starting to make me mad. I'm glad that we can all get a turn though. That's great."

The friends took their turns and were able to have a fun time together at recess!

Discussion Starters and Support:

1. What facial and body cues can you see that help you understand how others are feeling?
2. How can knowing those cues help us navigate social situations?
3. How can responding to those cues help us form and maintain positive relationships?

Practice making faces based on the six basic emotions together. Then, have learners guess the emotion based on your face and body cues.



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Why Emotions Are Important: Identify and Change Your Feelings

At the end of the school day, the Sparks were getting ready to go home. They had a fun day getting to know one another and were looking forward to coming back tomorrow. Everyone was walking together, and, suddenly, Boa stopped in her tracks with a look of fear on her face. Her friends asked what was wrong, but she wasn't able to say anything. Koko stood right next to Boa and calmly reminded her to use her Emotion Navigator.

Koko walked her through the steps slowly, so Boa could work through what she was afraid of. "First, stop and breathe," Koko instructed. Boa took a few deep breaths, and her face and body relaxed a bit. "Next," said Koko, "let's say how you're feeling and how you got there."

Boa quietly said, "I'm scared because I forgot my shuttle number." All of the Sparks now understood why Boa stopped. There were about fifteen shuttles lined up to take the Sparks home from school.

Koko looked at Boa and encouraged her to take the next step in navigating her emotion: "If you stayed stuck here in your worry what would happen?"

"I'd miss getting on the shuttle to go home. That's not what I want," said Boa.

"Ok then, let's find a tool to help you get through this, so you can get home and end your day positively," said Koko.

Boa said, "I think if we find someone to help me find my shuttle number, I'd feel better."

The two friends found a teacher who knew the Sparks' shuttle numbers, and they asked which one Boa needed to be on.

"See, if we take the steps to navigate our feelings, we can get through anything," Koko said to Boa.

"Thanks for helping me, Koko. You're a great friend!" said Boa.

The Sparks all got onto their shuttles and happily headed home.

Discussion Starters and Support:

1. How can we plan for getting through tough situations?
2. How can you get "unstuck" if you are feeling worried or fearful.

Talk about the steps of the Emotion Navigator. Have it posted somewhere that learners can see and use whenever they need support.



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Why Emotions Are Important: Coloring Our Emotions

The Sparks were going to art class and couldn't wait to start their big art project. They were creating a huge painting called a "mural" for the hallway of the Intergalactic Academy and needed to pick the colors that would be on it. Everyone wanted to use different colors to show how they were feeling.

Chow chose green; he was so happy and excited to get started. Izzy was feeling a little blue that day, so that's the color she chose. Koko wanted to pick a calm and soothing color, so she decided on the purple paint. Boa was nervous to get started on such a big and important project, but she picked yellow and decided the best way to overcome her fear was to just get started. Fizz chose the brightest orange she could find. She loved the color orange! Pepper's face was turning red since he had to wait so long to choose his color. He picked the red paint because he wanted to draw a picture of himself.

The Sparks all held their paint and paintbrushes; they walked out to the hallway together; they stood in front of the wall, ready to make their emotion masterpiece.

Discussion Starters and Support:

1. What color would you use in an art project if you had a choice?
2. How can you show your feelings with different colors?

Guide learners in using color/feeling matching phrases like "I'm feeling like I'm in a yellow space right now because I'm nervous."



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Why Emotions Are Important: How Emotions Impact Others

Pepper and Fizz were planning on meeting at the library at the end of the day to read together. As they walked in and saw one another, Fizz noticed that Pepper was looking very upset and angry.

“Wow, are you okay, buddy?” Fizz asked.

Pepper started shouting, “Ahhhh, no! My day has been terrible! I tripped on a space rock coming into school and fell. I dropped all of my work, and one of my pictures ripped. I was so mad that I pushed my friend when he tried to pick it up for me. That made me feel bad, and the whole day just kept on getting worse.”

“Oh no! I’m so sorry that you’ve had a tough day!” Fizz said, trying to be supportive. “You’ve had a big emotion chain reaction for sure. Do you want help feeling better?”

“Yes! I don’t like feeling this frustrated. What can I do?” said Pepper.

“Well, let’s start by taking a big, deep breath. Then, we can look back on the things that happened and figure out a way for you to feel better,” said Fizz.

“Ok, good idea,” replied Pepper. The two friends breathed together and talked about some strategies that Pepper could use to break his negative emotion chain reaction.

Fizz suggested, “When you fall or get hurt, make sure you remind yourself that even though it upsets you in that moment, it doesn’t have to change your whole day. Ask for help, or just give yourself a minute to feel your feelings. Then, breathe and try to pick yourself up.”

“I see what you’re saying,” said Pepper. “It really made me more upset that no one stopped to see if I was ok. So on top of being sad that I tripped, I was really hurt too.”

“See, you did it! You just recognized where your feelings came from, and now you can control them,” Fizz encouraged Pepper.

“Thanks for your help, Fizz. I’m already feeling better. I think I need to go and apologize to my friend that I pushed. I’ll be right back. That will definitely put me on a more positive path for the rest of my day!”

Fizz replied, “Sounds like a plan. Good job, Pepper!”

When Pepper returned, the friends enjoyed reading books together and had a great day.

Discussion Starters and Support:

1. How can our emotions impact the people around us?
2. What is an emotion chain reaction?
3. How can you keep or break an emotion chain reaction?

Write down what a common emotion chain reaction would look like and keep it up for regular reference.



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Learning Principles: Being Generous

The Sparks were playing hockey one day during gym class and the game started to get intense. Shortly after the second half started, Izzy fell and hurt his leg.

Seeing that he was in pain, Fizz rushed to help Izzy. She noticed that his leg was starting to swell and probably needed medical help. She puts Izzy's arm around her shoulder and helped him walk to the school nurse's office. After an exam, the nurse concluded that Izzy suffered from a sprain, but he didn't need any further care—his leg would heal on its own.

The next day, Izzy felt much better. Despite the fact that his injury wasn't that serious, Fizz still checked up on him throughout the day and offered to help carry his books to class. This meant a lot to Izzy, who would have been really upset about what happened if it weren't for Fizz's support. He wanted to repay Fizz for her generosity and concern somehow, but he didn't have any money. He needed to find a way to express his gratitude to her without it.

After a lot of thought, Izzy decided to repay Fizz by picking her flowers during recess. There was a large patch in a secret spot near the swing set that Izzy had noticed a few weeks earlier. Knowing that the flowers weren't his, Izzy asked his teacher for permission to pluck the flowers first. After his teacher said yes, Izzy picked out a variety of different colored flowers!

The flowers were beautiful, and Izzy was sure that Fizz would love them, but he wanted to do even more to show his appreciation. Izzy remembered a time when he was reading one of his favorite books and Fizz told him that she wanted to read it someday. Luckily, the book was still in Izzy's backpack and he had just finished reading it last week. He wanted to offer it to Fizz to borrow.

When Izzy gave the book and flowers to Fizz, she gasped with excitement.

"This is so generous of you, Izzy! I was hoping I could borrow this book sometime, and these flowers smell great!" she said.

Izzy felt happy inside knowing that he was able to show Fizz just how much her help meant to him.

Discussion Starters and Support:

1. Have you ever been generous? Has anyone been generous to you?
2. How does being generous make you feel?

Ask students to brainstorm different ways that they can be generous without having to spend money or give away personal items without their caregivers' permission. Write them on a sheet of paper to display in the classroom so students can be reminded of creative ways to show their appreciation on a daily basis!



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Learning Principles: Being Honest

It was the last day of school before summer vacation, and the Sparks were getting ready for their class party. Everyone brought in treats and games to celebrate how much hard work they'd put in throughout the year. Chow brought a dinosaur counting game, Fizz brought a big bowl of popcorn, Izzy brought puzzles and balloons, and Boa brought a feelings game. As everyone placed their items in the right places, their teacher made an announcement.

"Ok, everyone, the party is about to start, but I wanted to tell you first how proud I am of you and how much you've all grown this year!"

Everyone smiled and looked around at their friends. It was a good feeling when their teacher said she was proud of them. She continued, "We'll be rotating around the stations at the party, and you'll be in charge of grabbing your treats from the table. Be sure to only take one of each treat so there will be enough for everyone."

The class split up and walked to their first stations. Koko and Boa were starting together at the craft station where they were making a picture frame to put a class picture in. Boa painted hers with yellow and blue stripes. Koko made hers purple with orange polka dots. After they finished those, they set the picture frames on the drying rack and went to the next station.

When they were at the treat table, Boa couldn't wait to dig in. Her plate had one serving of each item, and she was sitting down at the table when an idea crossed her mind. She thought to herself, "If I go up there now without my plate, it will look like I don't have any treats. I'll be able to take an extra brownie, go to the coatroom, and put it in my jacket."

Without thinking of the consequences, she walked around the tables and made her way to the treat table to take another brownie. She quietly went to the coatroom, slipped it into her jacket pocket, and went back to her table to eat her treats with Koko.

"These are so yummy, don't you think?" asked Koko.

"Mmmmm, delicious for sure!" responded Boa. The friends cleaned up their places and threw away their garbage and moved to the next station.

The party went on and everyone was having a great time until the last group went to the treat table. There weren't enough brownies there for all of them; they were one short!

"That's strange. I counted to make sure we had enough for everyone to have one," said their teacher.

Boa felt her heart start to beat, and her face get hot. She knew she was stuck and needed to be honest about what she'd done.

"Hmmm, we'll figure it out. In the meantime, grab your other snacks, and I'll see if the brownies were put somewhere else," said their teacher.

Once everyone was back to working on their activities, Boa quietly went over to their teacher.

Boa started, "Um, I think maybe I know what happened to the brownie . . . I was really excited about them and wanted more than one, so I took an extra one and put it in my pocket to take home. But now I feel so bad, and I want to give it back. I'm so embarrassed. Can you help me?"



Being Honest (continued)

Her teacher responded, "Thank you for being honest. I'm glad you came to me. If you get the brownie and give it to me, I will get it back to the table. Can you understand now why only taking one brownie was important?"

"I do now, and I feel so bad that I wasn't being honest before," said Boa. She continued, "I feel better now that I told the truth. Honesty definitely feels a lot better than not telling the truth."

Once the missing brownie was returned and the students all got their treats, the rest of the party was filled with fun. Pepper won the counting game, Chow and Izzy finished the puzzle in record time, and picture frames showed how creative the whole class could be!

Boa felt especially happy knowing that she had learned a very important lesson: you always feel better in your heart when you are honest with yourself and others.

Discussion Starters and Support:

1. Have you ever been dishonest? How did it feel?
2. Why is honesty so important?

Owning up to being dishonest in any way can be very difficult for children and adults alike. Although it seems difficult to not give an immediate consequence, honoring the fact that the child has told the truth finally will do more for their growth than anything else. A positive reaction to the truth being told will show children that they can rectify their mistakes, and people will be there to support them along the way.

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Learning Principles: Develop Self-Control

The Sparks were all working on getting better at a certain skill. Each of them was able to choose a skill that would help them do well in life, be happy, and create good relationships with those around them.

Chow chose practicing thankfulness, Koko chose to practice staying calm even in stressful situations, and Pepper chose to work on using self-control.

Pepper sometimes had a hard time controlling himself and the consequences upset him at times. Pepper would feel so bad if he pushed a friend on the playground out of excitement, and then his friend would be upset with him. He knew that developing his self-control skills would be important.

Each Spark would be taking a log sheet around with themselves throughout the day to see how many times they practiced their personal skill. Then, at the end of the day, they would look at their sheet to see how they did. Pepper was excited to get started!

He placed his log sheet on his clipboard and made sure he had a pencil with him. As the class got unpacked for the day in the coatroom, Pepper realized this was a moment when he would need to practice self-control. When the coatroom was crowded, Pepper would sometimes feel like pushing someone out of the way to get to his coat hook. He knew if he was practicing self-control, he couldn't do that.

He thought to himself, "If I show self-control here, I wouldn't push. I would take a deep breath and wait until there was room for me to get through."

He tried it and it actually felt good. He noticed how much calmer he was, and nobody was mad at him because he did the right thing. Pepper put a check mark on his log sheet and wrote the words "coatroom" next to the check.

After unpacking, the class gathered on the rug for a morning meeting. They all sat facing their teacher, who was ready to tell them a story. Pepper was sitting next to Fizz. They were great friends, but sometimes Pepper and Fizz were a little silly when they sat next to one another. Today, it started with Fizz poking Pepper with her pencil.

Pepper laughed out loud, and then thought to himself, "I think this is a time when I need to use my self-control and not play while the teacher is reading."

"Stop please. It's time to listen," Pepper said to Fizz.

"OK, sorry," Fizz responded.

After the book was over, Pepper was able to put another check on his log for self-control. He felt so good about himself knowing that he changed his behavior and helped Fizz stay on task during the story too. The class walked back to their seats and got their notebooks out for writing time.

Everyone in class had been writing stories for the past few days. Their pages were starting to get filled with fun ideas and exciting characters that went on big adventures. Everyone except for Pepper, it seemed. He didn't have much written yet, and he was starting to get nervous that everyone would finish before him.



Developing Self-Control (continued)

As Pepper looked around the quiet room, seeing everyone's pencils moving quickly over their pages, he started to panic. But before he cried or crumpled up his paper, he thought about his new skill, having self-control.

"What would that look like here?" he thought to himself.

Pepper said out loud in a whisper, "I need to breathe deeply and think about all of the fun ideas I've written on my brainstorming sheet. That will help me get my story going. Getting upset won't help me get my work done, but calming down and controlling my behavior will."

It was surprising to Pepper how simple those steps were and how much better he felt after practicing self-control. He took out his log sheet and marked another check with the words "story writing" next to it.

As the day went on, Pepper was able to continue putting check marks on his log for all of the times he used self-control at school and at home. Each time he added a check, he thought about how good he felt about himself and the progress he was making. He knew he had chosen the right skill to work on and couldn't wait to continue developing his self-control!

Discussion Starters and Support:

1. Why is developing self-control important to you?
2. Tell about a time you showed self-control. How did you feel afterward?

For some children, having self-control is difficult, and small victories in developing this skill should be celebrated. Make self-control goals achievable and short term at first to boost confidence and self-efficacy.

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Learning Principles: Teamwork 101

It was a rainy day and the Sparks were having an indoor recess with their friends. At the beginning of recess, their teacher told them that they would be having some fun game challenges with stickers for prizes at the end.

One of the games was a silent puzzle challenge. This meant that they would have to put together a whole puzzle as a team without talking. It was a big challenge, but their teacher assured them that, with proper teamwork, they could do it.

Once they split up into teams, the Sparks picked a puzzle from the pile. The one they chose was going to end up being a big bunch of balloons with clouds and a sun in the background. As they dumped the pieces onto the floor, they all looked at each other and high-fived. They were excited to get the silent puzzle challenge going.

Their teacher counted down, “5, 4, 3, 2, 1, GO!”

It was silent in the room, but everyone was moving pieces around and trying to communicate without talking. Chow held up a corner piece and signaled to his friends to find the other ones so they could get the border of the puzzle built first.

Boa did a great job finding the pieces of sky and clouds that would form the top border. She fit them together and gave a thumbs up to everyone who was adding more pieces to the puzzle.

Within the next few minutes, the Sparks had completed the entire border of the puzzle and were heading into the balloons section.

Quickly, Izzy showed everyone that they should split the balloon pieces up into the different colors. That would be the quickest way to organize them. Once they had the balloon pieces in piles, each one of them took a pile and began putting the balloons together.

It was amazing to see how quickly they could get something done when they worked well as a team. It was only a matter of minutes before the Sparks had completed their whole puzzle. It wasn't surprising that they were done first. They stood up and did a silent cheer together.

After the silent puzzle challenge, everyone enjoyed the other games and activities for the rest of their indoor recess time.

Izzy and Koko played checkers while Boa and Chow played a card game. When their teacher told everyone it was time to clean up, they did that together, too. Being part of a team means everyone does their fair share of work, no matter what the job may be.

After recess, the class had to write down three teamwork tips they would give to other students. The Sparks talked it over.

Boa started, “I think one of our tips should be to always keep your eyes and ears open to your teammates. Someone might do something that gives you a good idea, or they might say something that helps your team solve a problem.”

“I agree,” said Chow. “I think another good tip would be to not get frustrated, even when the challenge is big. Getting mad never helps the team,” he said.

Koko came up with one of the most important teamwork tips. She said, “Everyone on the team should be included. No leaving a team member out!”

“Yeah!” they all agreed.



Teamwork 101 (continued)

After the Sparks wrote down their three tips, their teacher asked them to share. The class thought they had come up with some great teamwork tips and gave them a big clap.

It was encouraging to know that the class and their teacher thought they had good ideas. It made taking on more teamwork challenges seem like a lot of fun!

Discussion Starters and Support:

1. What might have happened if the Sparks hadn't had good teamworking skills?
2. What are some traits that good teammates have?

Learning how to read team dynamics is a skill. Give children "low stakes" opportunities to practice good teamwork habits so they can cultivate their own ways of being a productive teammate.

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Learning Principles: Being Fair to Others

The Sparks were getting ready to make paper space shuttles in art class. Everyone had spent the past few weeks designing and planning their shuttles, and today they would start constructing them. The paper was sitting on the art counter with all of the other supplies. Everyone was looking with excitement to see what colors were available.

“Ok, the first table to choose their supplies will be table four,” said their art teacher.

Everyone at table four got up and walked to the counter. There was a full rainbow of paper colors on the counter and a few sheets of sparkly, silver paper with some with stars on it, too.

Chow chose some red paper and a sheet of white to make stripes on his space shuttle. Pepper took a sheet of yellow and a sheet of green. He was going to make the body of his shuttle yellow and the wings and nosecone green. Izzy was the last at their table to choose his supplies and he took all of the sparkly silver paper.

“Hey, that’s not fair!” said Fizz. “I wanted some of that, and I bet other students did too.”

Izzy was standing with his face scrunched up. “Well, my table was called first, so I got it.”

Fizz looked at their teacher and hoped that she would help make Izzy realize that what he had done wasn’t okay.

“I can see that more than one of you would like the sparkly silver paper,” she started. “I think we can make a plan so that the silver paper gets shared fairly and you both are happy.”

As the other students went up to gather their supplies, the teacher called Izzy and Fizz over to her desk to talk.

“Izzy, what are your plans for the silver paper?”

“Well, I want to cover my whole space shuttle in the sparkly, silver paper,” said Izzy.

The teacher asked Fizz, “Ok, what would you like to use the sparkly, silver paper for, Fizz?”

Fizz responded, “I just want to put it on the top side of my shuttle. I’m putting blue on the bottom.”

“Thank you both for sharing how you want to use it. There are only five sheets of the paper. Izzy, do you think you could cover your shuttle with three of them?” asked the teacher.

“I think so, if I don’t make any mistakes,” he responded.

“That would leave two sheets for you, Fizz. Do you feel like that would be enough to cover the top of your shuttle?” asked the teacher.

Fizz looked at the sheets, “I think it will be, yes. And if I have any left, I would be happy to give it to Izzy. I just really love this paper and wanted to use it on this project.”

“Wow, thanks for being flexible, Fizz,” said Izzy.

Their teacher continued, “Thank you both for finding a fair way to share the paper between you two.”

As the shuttles were made and the class began decorating them in unique ways, Fizz and Izzy learned a valuable lesson in doing things fairly so everyone gets what they want.



Discussion Starters and Support:

1. Does fair always mean that everyone gets an equal amount of something?
2. Have you ever had a time when you had to be flexible so that things were fair?

Having empathy and seeing a situation from all perspectives can help children see what is fair in different situations. Ask children to verbalize how fairness comes into play in situations in the classroom, on the playground, at home, and in the community.

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Safety Basics: Safety First and Protecting Myself

“Ok, so are we good to go?” asked Boa as the group stood in a circle before leaving.

The Sparks were getting ready for a day of playing sports at the park and needed to get all of their gear ready. Chow looked in the bag and went over the checklist while Izzy opened the shuttle doors for everyone. Everyone was excited to get there and have a day of sports fun together.

As they all piled into the shuttle, Chow turned to everyone and reminded them to put on their seatbelts. “Safety first, everyone!”

When the Sparks arrived at the park, they all helped unload the shuttle.

“Make sure you look both ways before you cross the parking lot. There are a lot of shuttles coming into the park today,” said Chow.

“Oh yeah, that’s true,” added Fizz as she looked to her left and right.

The group crossed together and made their way to the baseball diamond first. They split up into two teams, blue and green, and decided who would hit first.

“I’m ready to smash it out of the park!” shouted Pepper.

“Not before you put your helmet on, buddy,” replied Koko. “We wouldn’t want you to get hit in the head with a ball. That would hurt.”

As Pepper put on his helmet, everyone got into their places, ready for the game to begin. The blue team was in the lead after Izzy hit a home run. Everyone was having such a great time together.

As they were coming off the bench and onto the field, Boa realized she needed to go to the bathroom.

“I’m going to the bathroom. I’ll be back in a minute,” Boa told her teammates.

“Hey, you should bring a buddy for safety, Boa,” said Izzy.

“Remember, you shouldn’t go anywhere in public all by yourself,” added Chow.

Boa and Izzy ran over to the bathrooms and were back in time to catch Koko’s big hit to the outfield.

The Sparks finished their baseball game; they played soccer and volleyball, too. On the way back home, they high-fived, and everyone shared their favorite part of the day.

Chow said to the group, “I love that when we’re being safe and acting kindly toward one another, we always have a great time!”

Everyone nodded their heads in agreement. It was a really fun day!

Discussion Starters and Support:

1. What can you do to be safe when you’re playing outside?
2. If you feel unsafe, who can you ask for help?

As you’re doing any activity, point out how to be safe while doing it. Then, help learners by demonstrating what being safe looks like; have them practice it along with you.



Storytime Coloring Space

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Safety Basics: Safe vs. Unsafe Relationships

On the way to school, the Sparks were talking about friendships.

“I try really hard to be a good friend to everyone around me,” said Fizz. “I make sure I keep my hands to myself, and I only speak kindly to my friend. It seems like that works. My friends all seem really happy around me.”

“That’s true. You’re a really good friend,” said Pepper.

Izzy was thinking about that in his head. Fizz was a really good friend, but there was someone else he’d been around that didn’t make him feel very comfortable and safe like Fizz did.

“Someone on my soccer team always makes me nervous and a little uncomfortable when they’re around,” said Izzy. “I can tell that I get upset easily, and my stomach hurts if I’m talking to them,” he added.

“Wow, that doesn’t sound like it feels good. What do they do that makes you feel that way?” asked Fizz.

Izzy started, “Well, they make fun of the other teammates and push us out of the way if they want to get the ball first. When we play together, I feel like I can’t do anything right, and I want to cry.”

“That is not a safe relationship, then,” said Fizz. “You should definitely talk to your coach about it. Nobody should feel that way on a team or in any relationship.”

Izzy felt so much better hearing that from Fizz; he knew it was okay to talk to his coach about his teammate and how they made him feel.

Izzy’s coach agreed that making teammates feel uneasy or uncomfortable wasn’t right. The whole team sat down to talk about how to be better friends and teammates.

From then on, Izzy knew that speaking up was the right thing to do, especially when he was feeling unsafe.

Discussion Starters and Support:

1. What are some body signals you get that tell you you’re feeling unsafe?
2. How can you make sure that you are making people around you feel safe?

Explain to learners the difference between being best friends with everyone and feeling safe around the people you encounter. You don’t always have to be friends with everyone, but you should tell someone if you’re not feeling safe in one of the relationships you have.



Storytime Coloring Space

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Safety Basics: Intro to the “Touching” Rule

The Sparks were getting settled on the carpet for their morning activities in class. Everyone had gotten into their spots when Pepper came charging through the door.

“Sorry I’m late!” he huffed as he ran to put his backpack away. On his way to his spot on the carpet, he jumped over Boa and Chow, his foot hitting Chow’s shoulder. “Oh no, I’m sorry,” said Pepper as he gave Chow a big bear hug. Pepper slapped Boa’s leg and said, “At least I didn’t get both of you!” Boa and Chow looked at each other with surprised faces. Pepper didn’t seem to see that he was really invading their space.

As the group got started on their activities, they all opened up their crayons and notebooks. “You’ll need a yellow and a red for this picture,” their teacher said.

Pepper looked at his crayons. He had a yellow, but his red was missing.

Pepper turned to Boa and said, “Let me use this one for just a minute,” as he took her red crayon.

Before she could say anything, Boa’s crayon was being used; she was feeling less than happy about it. When Pepper finished using Boa’s crayon, he dropped it back on the floor in front of her and put his hand on her shoulder, shaking it with a laugh.

“Thanks for the crayon. I guess I have to find mine soon,” said Pepper.

Boa had had enough, and she needed to tell Pepper how his actions were really not okay with her.

“Pepper, you really need to think about who and what you touch before you do it,” Boa stated. Pepper looked at her with a confused face. “What do you mean? I gave your crayon back and everything.”

“You did, but you didn’t ask to use it first. That was the problem. You also bear hugged Chow, slapped my leg, and shook my shoulder without even asking if we were okay with you touching us in any way.”

“Oh, wow. I guess I didn’t realize that. I’m really sorry,” said Pepper, apologizing.

Boa accepted Pepper’s apology and reminded him that any time he thought about touching someone or something of theirs, he needed to ask first to make sure it was okay with them.

Discussion Starters and Support:

1. What could Pepper have said or done in the story to show that he understood the touching rule?
2. How can you make sure people around you understand and respect your space?

Help children articulate how to ask for respect for their bodies and personal items. The more they practice, the more naturally they will use it in the future.



Storytime Coloring Space

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Safety Basics: “No Secrets Allowed” Rule

The Sparks had just finished a safety game with their class called Secret Keeper. They each picked a piece of paper from a jar and read a made up secret that was on it. Then, they decided if the secret was one that was okay to keep or one that should definitely be told to a trusted adult. They read about secrets like where a gift was hidden for a sister or brother and taking an extra cookie from the counter. Some of the secrets were small, and some were more serious.

Once the game was over, and everyone was getting ready for lunch, Koko noticed that Izzy had a sad look on his face.

“You look a little sad, Izzy. Do you want to talk about it?” Koko said to her friend.

“Well,” said Izzy, “playing that game made me realize that I have a secret. I’m just not sure if it’s big or little, but it bothers me, I guess.”

Koko and Izzy walked together to lunch and talked about it.

Izzy explained, “Whenever we get together with my family, my big cousins always kick and pinch me. Then, they tell me that I’ll get in big trouble if I tell on them.”

“Oh, wow. That’s not okay. Thanks for telling me. How can I help?” Koko asked Izzy.

“Well, I guess just listening was helpful. I think I need to talk to my mom about it too,” said Izzy.

“You’re right. That is not a secret you want to keep. If you’re getting hurt or threatened, you definitely need to tell a trusted adult,” Koko assured Izzy.

Izzy and Koko went to lunch, and Izzy started to feel better about talking to his mom about his secret.

Once Izzy got home, he went to his mom right away. “Mom, we talked about keeping secrets today at school, and I need to talk to you about one I have,” said Izzy.

“Ok, my ears are open. What do you want to talk about?” Izzy’s mom asked.

“Well, whenever we are at a family party, the big cousins are always pinching and kicking me. Then, when I get frustrated and want to tell on them, they say that I’ll get in even more trouble if I tell an adult. It makes me so sad,” Izzy said with tears in his eyes.

“I’m so sorry they’ve been doing that. You were so brave to come and tell me about it. I will make sure that they aren’t alone with you anymore and that their parents know about it,” Izzy’s mom reassured him.

“Thanks, Mom. I would appreciate that,” said Izzy.

His mom replied, “Thanks for talking to me about your secret. I always need to know if something is bothering you. That way I can support you.”

“Sounds like a plan,” said Izzy with more confidence.

Izzy knew that with the support of his friends and family, he wouldn’t have to keep secrets. He could speak up whenever he needed someone.



Discussion Starters and Support:

1. How do you know if you should keep or tell a secret?
2. What can you do if someone else shares a big secret with you?

If someone wants to share a secret with you, focus most on listening and supporting. Help little ones listen to their bodies for cues that tell them if a secret isn't safe to keep.

Storytime Coloring Space

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Safety Basics: Talking Positively to Myself and Others

It was a beautiful day, and the Sparks were getting ready to play a game of basketball together at recess. They all ran to the court. Fizz picked the ball up from the ground, dribbling before they picked teams.

As Boa stopped running to join the group, she had a big frown on her face. "Ugh, I'm horrible at basketball. I can't dribble, shoot, or pass. This is the worst. Nobody is going to want me on their team. I should just go play something else."

"No, Boa," said Fizz. "We all want you to play. This is just for fun. It's not a big deal if you aren't amazing at basketball."

"No, it's true. I'm terrible at it. Every time I get the ball, I'll just mess up, and, then, my team will get mad at me," said Boa.

"Well, what can we do, so you can improve your skills and feel better about yourself?" asked Chow.

Fizz offered a solution. "Do you want to start by all practicing passing, so you can try it out before the game starts?"

Everyone thought that was a good idea. The friends all worked on passing, and Chow reminded Boa that how she talks to herself is a big part of growing.

"If you say negative things about yourself, nothing good can come from it; if you plan on how to improve and encourage yourself along the way, you're much more likely to succeed and be happy," Chow told Boa.

"Ok, little by little. I don't have to be the best right away, is that right?" Boa asked.

"Yeah, of course. It takes a lot of practice and positive thinking to be good at something," said Chow.

The group started to practice dribbling; as they did, Boa started practicing talking positively to herself. She could already feel a difference in her skills just by encouraging herself and not letting every mistake get her down.

"Are we ready to play the game?" asked Chow.

"I think so," replied Boa.

Right at the beginning of the game, Boa had a chance to pass to Chow for a basket; she missed, sending the ball flying over Chow's head. She almost got mad and stomped off, but she remembered what they had practiced.

"It's ok. That was just one bad pass. I'll try to aim the ball better next time," Boa said out loud to herself.

They ran around, laughing, passing, shooting, and high-fiving for the whole game. Boa even got a basket for her team, proving that when you talk positively to yourself, good things happen!



Discussion Starters and Support:

1. What are some positive self-talk phrases you can use if you want to give yourself a boost?
2. How can you encourage others that aren't feeling confident?

Many times, a growth mindset needs to be taught, and kids need to hear that one or two mistakes doesn't mean something they do is a failure. Offer stories of growth from your life and how talking positively to yourself has helped you grow.

Storytime Coloring Space

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