

Asking for Help

No one is alone. Just as it's brave for a child to ask for help, it can strengthen a family when parents and caregivers reach out for support. These resources offer lifesaving help and hope, and can begin the healing process. Most are staffed 24/7 and all are confidential.



General Help

National Parent Helpline

1-855-4A Parent (1-855-427-2736)
Emotional support and empowerment for parents.
nationalparenthelpine.org

Crisis Text Line

Text HELLO to 741741
A free 24/7 text service for people in a wide range of crises.
crisistextline.org

United Way

Dial 211
Referral and information service connecting people with local health and human services. Supports people living with emotional and physical domestic abuse, bullying, sexual assault, alcohol abuse, suicidal thoughts, and more.
211.org

Mental Health

National Suicide Prevention Lifeline

1-800-273-TALK (1-800-273-8255)
Available 24/7.
suicidepreventionlifeline.org

National Drug and Alcohol Treatment Hotline

1-800-662-HELP (4357)
Provides information on alcohol and drug abuse, local treatment options, and counselor support.
samhsa.gov/find-help

Getting to Safety

National Domestic Violence Hotline

1-800-799-SAFE (1-800-799-7233) &
1-800-787-3224 (TTY) &
1-855-812-1001 (video phone) for hearing impaired
Crisis intervention, safety planning, information, and referrals.
thehotline.org

Childhelp National Child Abuse Hotline

1-800-4-A-CHILD (1-800-422-4453)
Help and answers about child abuse or neglect.
childhelp.org/hotline

National Sexual Assault Hotline

1-800-656-HOPE (1-800-656-4673)
Operated by the Rape, Abuse & Incest National Network (RAINN).
rainn.org

Victim Connect Chat

1-855-4VICTIM (1-855-484-2846)
For those coping with the aftermath of crime.
victimconnect.org

The National Runaway Safeline

1-800-RUNAWAY (1-800-786-2929)
For young women who are pregnant and/or parenting while homeless or fleeing abuse.
1800runaway.org

National Center for Missing and Exploited Children

1-800-THE-LOST (1-800-843-5678)
Helps find missing children and supports victims of child abduction and sexual exploitation.
missingkids.com

Creating Feelings of Safety & Calm

Peace in the body can create peace in the mind, and vice versa.
Focused movement such as yoga is a great way to begin. In a quiet space, lead kids in the turtle pose (also known as child's pose):



Turtle

When kids are overwhelmed or feel out of control, this pose can help them “turn down” overstimulating input from the outside... and maybe even their own internal noise.

Say, “Get on your hands and knees and sit back on your heels, resting your forehead on the mat. Walk your fingers away from your body to stretch your hips, thighs, and ankles. Try moving your arms back and holding on to your feet. Don’t forget to breathe!”

Then say, “Pretend you are a turtle, safe inside your shell. Or you can pretend you’re a tiny snail in a strong shell, or a little seed, safe and warm in the soil. You choose.”

As kids stay in the pose, you might say:

- Slowly breathe in, slowly breathe out. Feel your chest fill up and empty out. (Again.)
- Feel the ground beneath you. Silently answer these questions: What parts of your body are touching the floor or mat? What does the ground feel like beneath your forehead? Is it cool? Soft? Hard?
- You can rest here. Try to relax your muscles and let your shoulders fall. I’ll ask some questions, but only answer them in your head. Can you hear yourself breathing? Can you feel your chest getting bigger as you breathe in? Can you feel your heart beating?
- Whisper, “I can help myself calm down,” or “There are things I can do to feel safe,” aloud. Repeat the sentences and listen to the sound of your voice.
- When you are ready, come back out of your shell (or crawl up and grow out of the soil).

Creating Feelings of Strength & Confidence

Trauma can destroy a child's sense of self-worth and confidence in their abilities. Developing new skills can help build it back. And balance requires focus and concentration, so this pose can help quiet the mind.

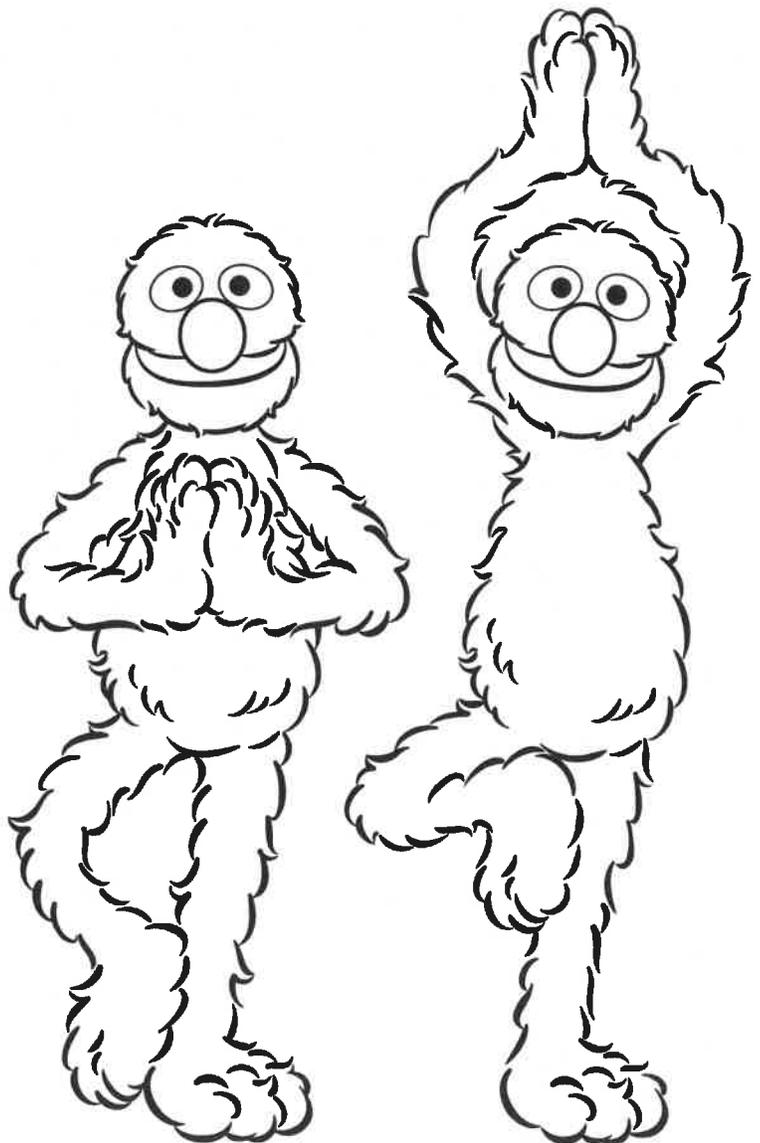
Tree Pose: Growing Roots

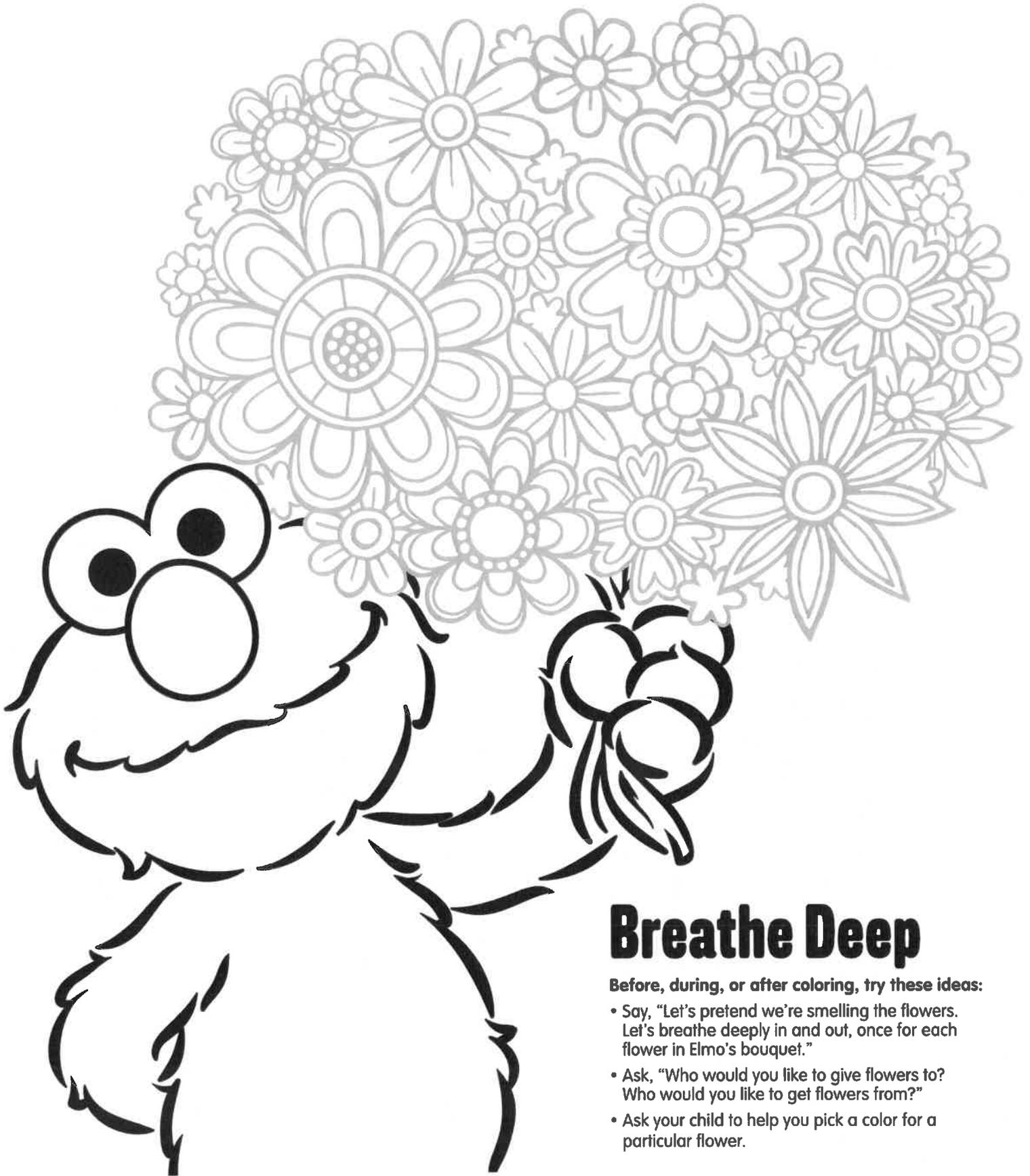
Say, "Stand straight and steady on two feet. Press your palms together near your heart. Then press one foot into the mat while lifting your opposite heel." (For older kids: "Turn out your knee with your heel lifted, and bring your heel to your inner ankle. Move your hands up over your head.")

Say, "You are standing tall and straight, steady and strong. Just like a tree, feel your roots growing from your feet, deep into the ground."

As kids stay in the pose, you might say:

- What season is it? Is there snow on your branches? Leaves? Flowers?
- It's getting windy. Try swinging your branches (arms). Now it's sunny. Feel the sun warming your bark (skin). Now it's raining (or snowing)! Feel the raindrops (or snowflakes) on your skin.
- Reach your branches (arms) wide, out to your sides. Feel the air around them.
- No matter the weather around you, feel your feet on the floor. Try to feel each toe. Your roots will keep you standing strong. Whisper to yourself, "I am growing!"
- Just as a tree is always growing, your body will always be moving a little to help balance you. You'll never keep totally still! Looking at one spot on a wall in front of you can help you balance.





Breathe Deep

Before, during, or after coloring, try these ideas:

- Say, "Let's pretend we're smelling the flowers. Let's breathe deeply in and out, once for each flower in Elmo's bouquet."
- Ask, "Who would you like to give flowers to? Who would you like to get flowers from?"
- Ask your child to help you pick a color for a particular flower.



Big Bird's Nest

Before, during, or after coloring, try these ideas:

- Say, "Big Bird feels cozy and safe in his nest. Where do you feel safe?"
- Ask, "Would you like to have your very own nest? Why or why not?"
- Ask, "If you had a nest, what would you do there? What would you want in your nest?"
- Display your work at home!



Helping Hands

Before, during, or after coloring, try these ideas:

- Try starfish breathing. Hold up a fist and stick out your thumb slowly as you breathe deeply and slowly in and out. Continue until all five fingers are spread out wide.
- As you color, name things your hands can do—how many can you think of? (hold other people's hands, clap, write, draw, tap, dig, pat, and so on).
- Trace your hands on the back of this page. You can ask your child to trace yours first, then you can trace hers inside the shape of yours. Ask your child to tell you five different things he is good at. Write one on each of his traced fingers.

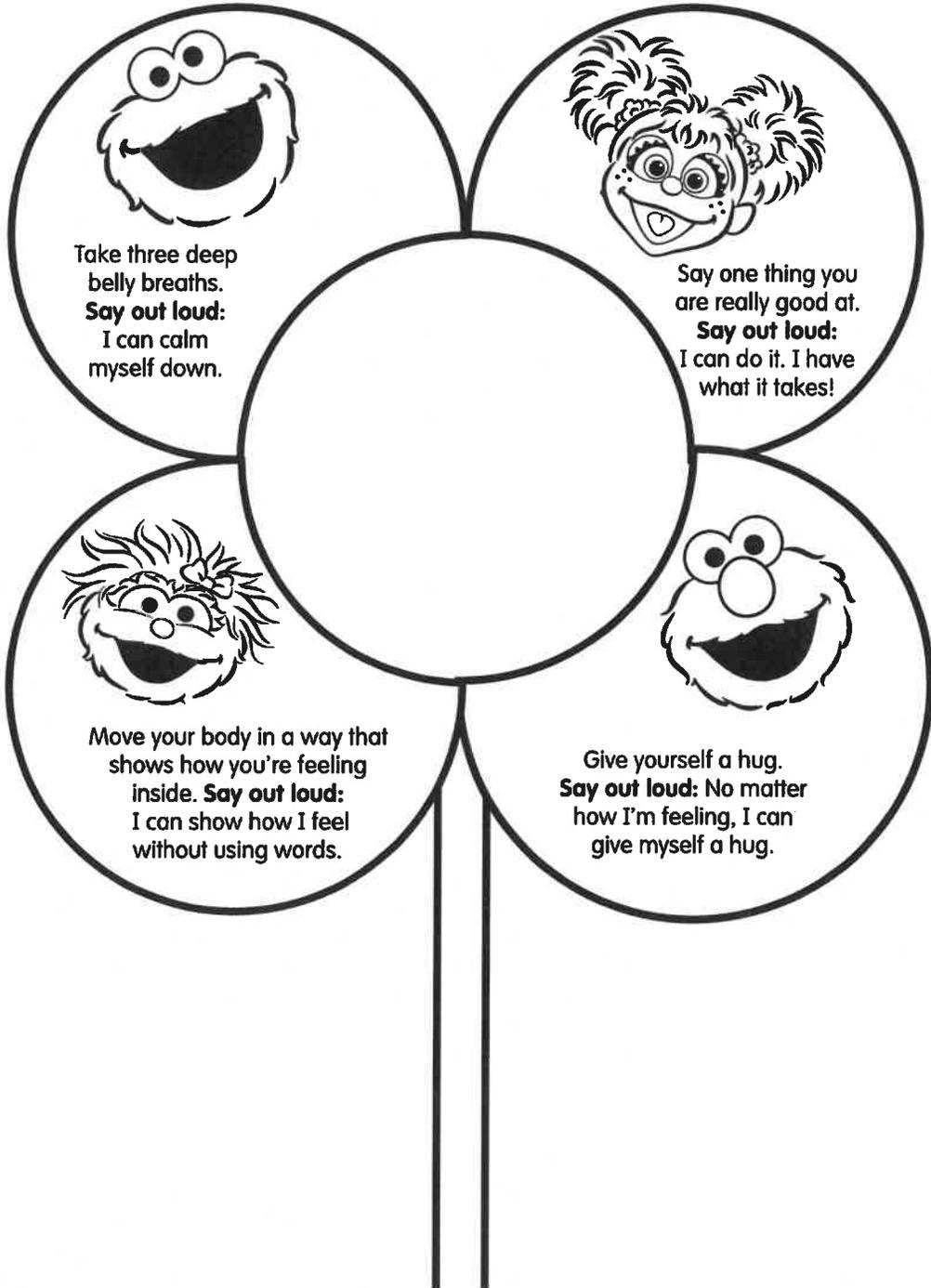
The "I Can" Flower

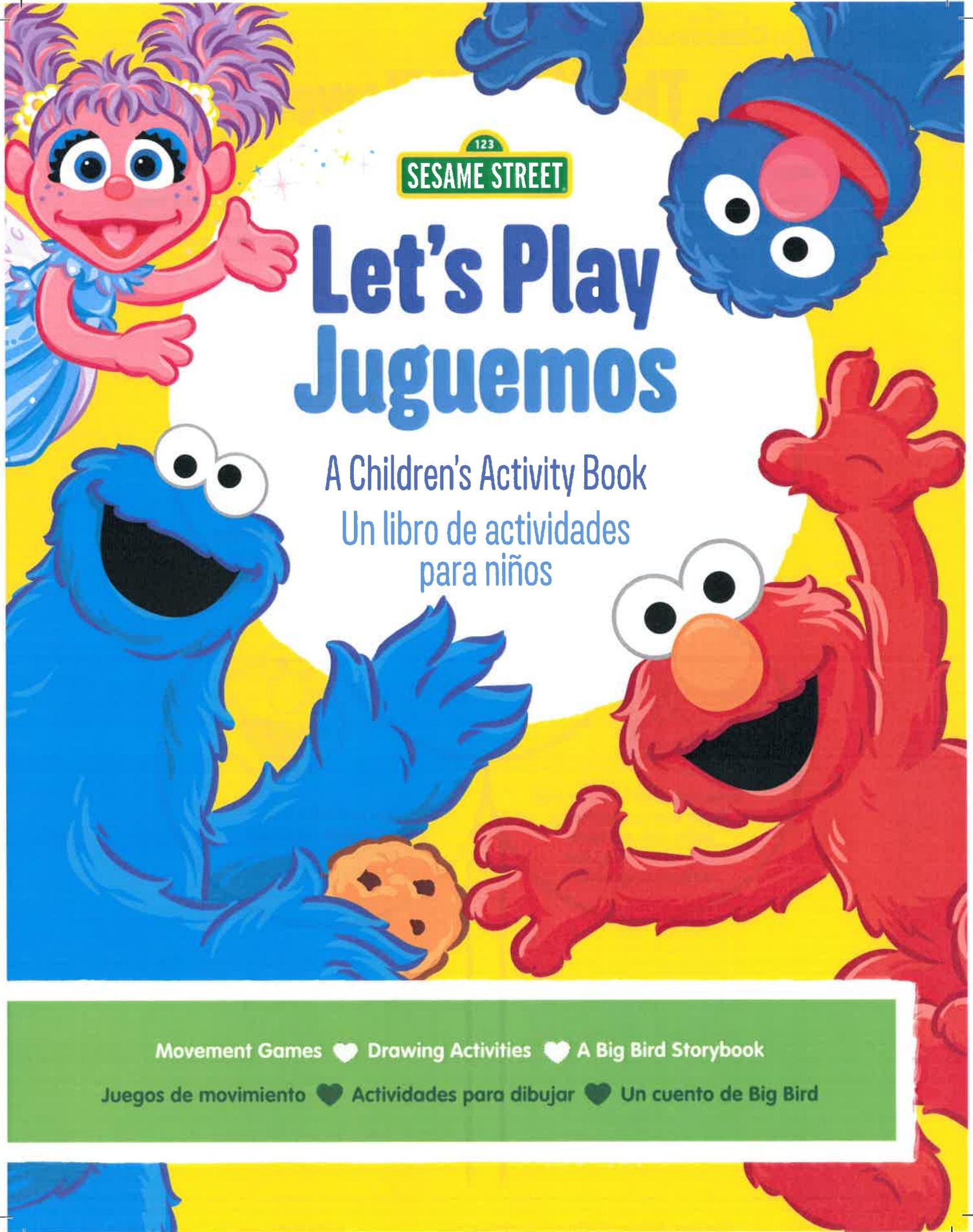
KIDS:

At the center of the flower, draw your face. Then choose a petal. Do what it says, then color it in.

GROWN-UPS:

Along the stalk, write words that describe things the child can do (draw, be kind, ask for help, jump, and so on). Display the completed flower.





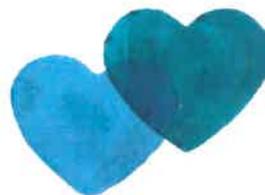
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SESAME STREET

Let's Play Juguemos

A Children's Activity Book
Un libro de actividades
para niños

Movement Games ♥ Drawing Activities ♥ A Big Bird Storybook
Juegos de movimiento ♥ Actividades para dibujar ♥ Un cuento de Big Bird



My Name Is Mi nombre es

Use this chant to practice saying your first and last names and the names of the people who take care of you.

My first name is _____; I'll sing it loud.
My last name is _____; it makes me proud.
I'm _____; now I bet
That's a name you'll never forget!

Usa esta canción para practicar tu nombre completo y los nombres de las personas que te cuidan.

Mi nombre es _____. Lo voy a cantar.
Mi apellido es _____ y orgullo me da.
Soy _____.
¡Seguro que ese nombre nunca olvidarás!

Now practice writing your whole name and the whole names of the people who take care of you.

Ahora practica escribir tu nombre completo y los nombres completos de las personas que te cuidan.

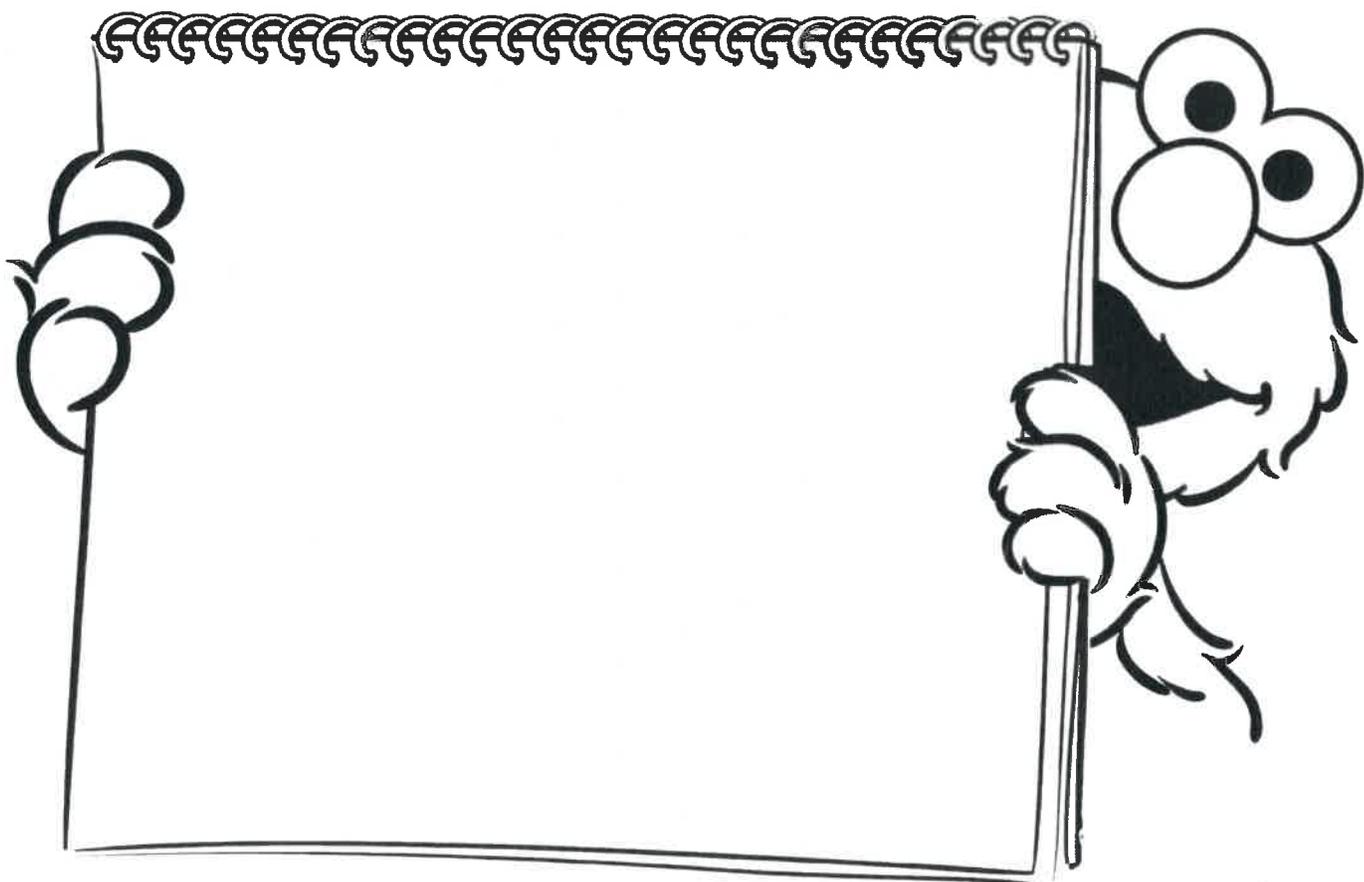


Someone Special

Alguien especial

A picture of someone you care about can help you feel better. Draw a picture of a special person or people. You can take this picture with you wherever you go.

Una foto de alguien que te importe te puede hacer sentir mejor. Dibuja una imagen de esa persona o personas especiales. Puedes llevar este dibujo a todas partes.

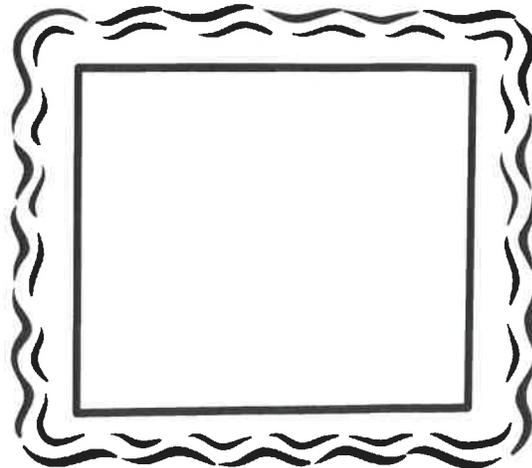
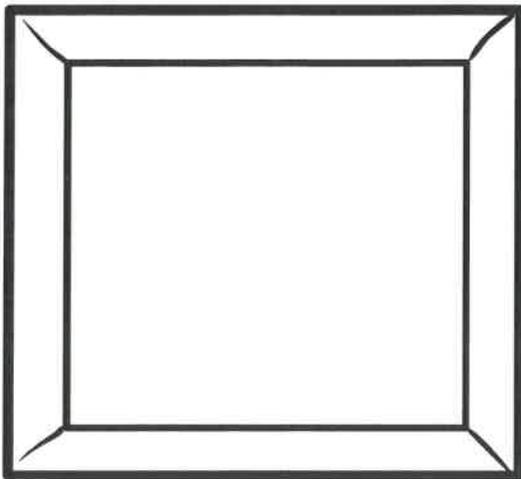
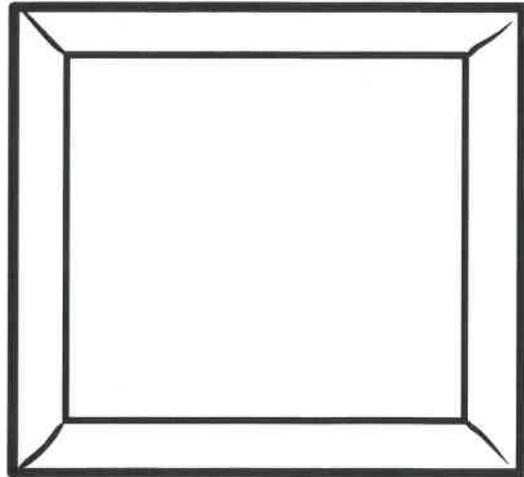
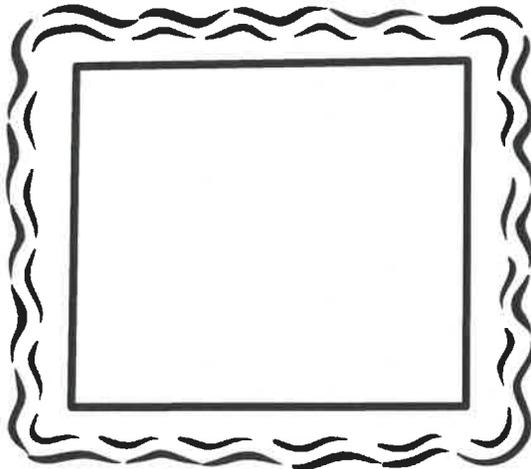


My Favorite Things

Mis cosas favoritas

Think of four things you love to do and draw about them in the space below. You can add words to describe your pictures.

Piensa en las cosas que te encantan hacer y dibújalas abajo. Puedes agregar palabras para describir los dibujos.



Silly Friends

Amigos cómicos

Make up a story about what these *Sesame Street* friends are doing.
Start by talking about:

- What each friend is doing.
- What's funny about this picture.
- What silly thing you would do if you were playing with these friends.

Haz un cuento sobre lo que hacen estos amigos de *Sesame Street*.
Empieza hablando sobre:

- Lo que hace cada amigo de *Sesame Street*
- Lo que es gracioso en esta imagen
- Las cosas cómicas que harías si estuvieras jugando con estos amigos



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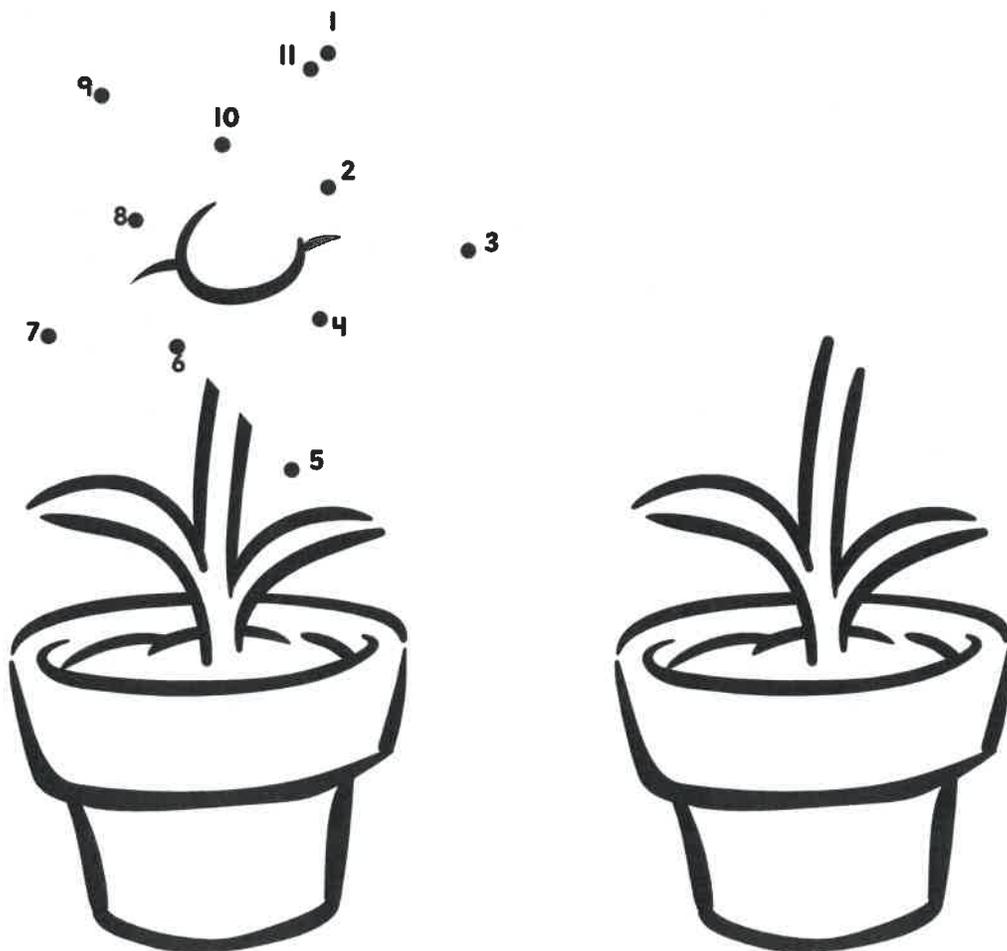
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The Giving Garden

El jardín de la bondad

Connect the dots to make a flower and draw one of your own.
Imagine giving the flowers to people you love.

Conecta los puntos para hacer una flor y dibuja tu propia flor.
Imagina darles flores a las personas que amas.

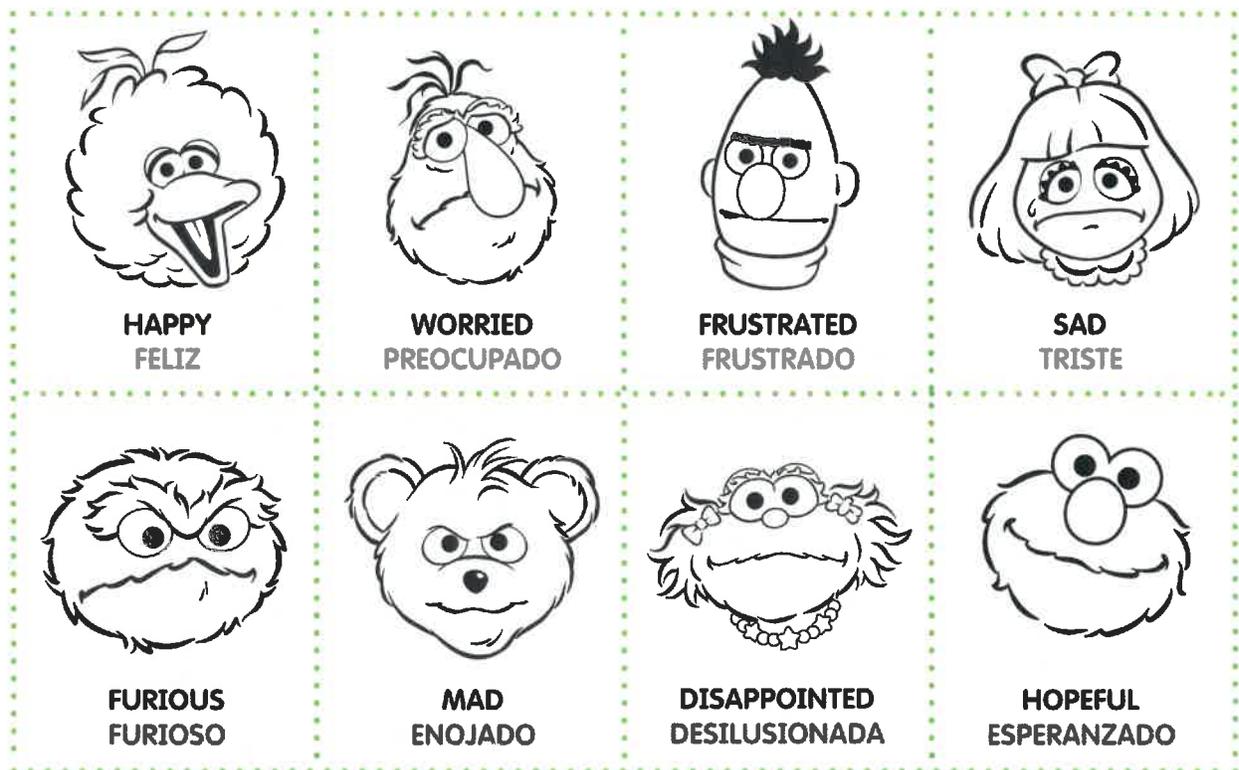


Feeling Faces

Caritas de sentimientos

Sometimes we are really happy and excited. Other times, we feel sad or frustrated. It's okay to have all of these big feelings. Use these faces to describe how you're feeling, or talk about a time when you felt one of the feelings.

A veces nos sentimos muy felices y emocionados, y otras veces nos sentimos tristes y frustrados. Está bien tener todos estos sentimientos grandes. Usa estas caritas para describir cómo te sientes o para hablar sobre un momento en que sentiste algunos de estos sentimientos.



Elmo Says Elmo dice

When we're worried or upset, moving our bodies can help us feel better. Close your eyes, count to three and put your finger down somewhere on the paper. Open your eyes to see what you are pointing to. Then do that movement!

Cuando nos sentimos preocupados o molestos, mover nuestro cuerpo puede ayudarnos a sentirnos mejor. Cierra los ojos, cuenta hasta 3 y coloca tu dedo en algún lugar sobre el papel. Abre los ojos para ver cuál movimiento estás señalando. ¡Haz ese movimiento y nota cómo te hace sentir!

UP HIGH...
 TRY TO
 TOUCH THE
 SKY!

ESTÍRATE ALTO
 HACIA ARRIBA.
 ¡INTENTA TOCAR
 EL CIELO!

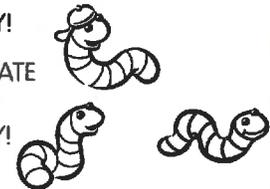


STOMP!
 STOMP!
 STOMP!

PISA
 FUERTE,
 ¡FUERTE!

WIGGLE
 LIKE
 SLIMEY!

¡MENÉATE
 COMO
 SLIMEY!



SHAKE,
 SHAKE,
 SHAKE YOUR
 SILLIES OUT

¡SACUDE,
 SACUDE,
 SACÚDELO TODO!

DANCE
 FAST!

¡BAILA
 RÁPIDO!



PRETEND
 TO PLAY YOUR
 FAVORITE
 SPORT!

¡IMAGINA
 QUE JUEGAS
 TU DEPORTE
 FAVORITO!



KICK
 YOUR
 LEGS!
 ¡PATEA!



DANCE
 LIKE
 JUMPING
 BEANS!

¡BAILA
 COMO
 HABICHUELAS
 SALTARINAS!



FLY LIKE
 A BIRD!

¡VUELA
 COMO
 UN AVE!



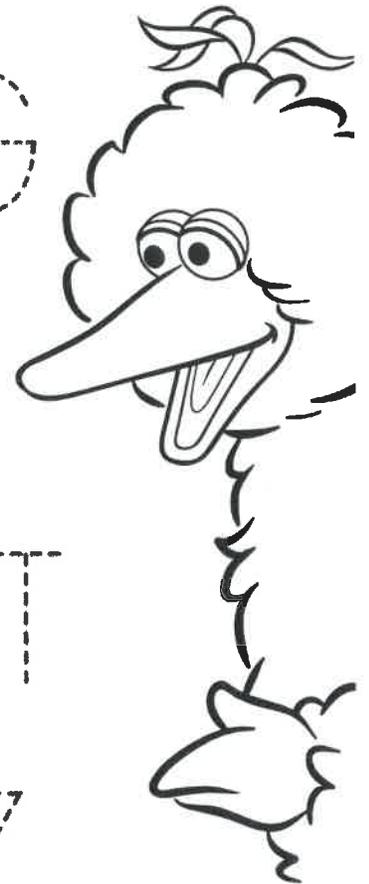
Big Bird Writes Letters

Big Bird escribe las letras

Trace the letters on Big Bird's chalkboard to practice writing the alphabet.

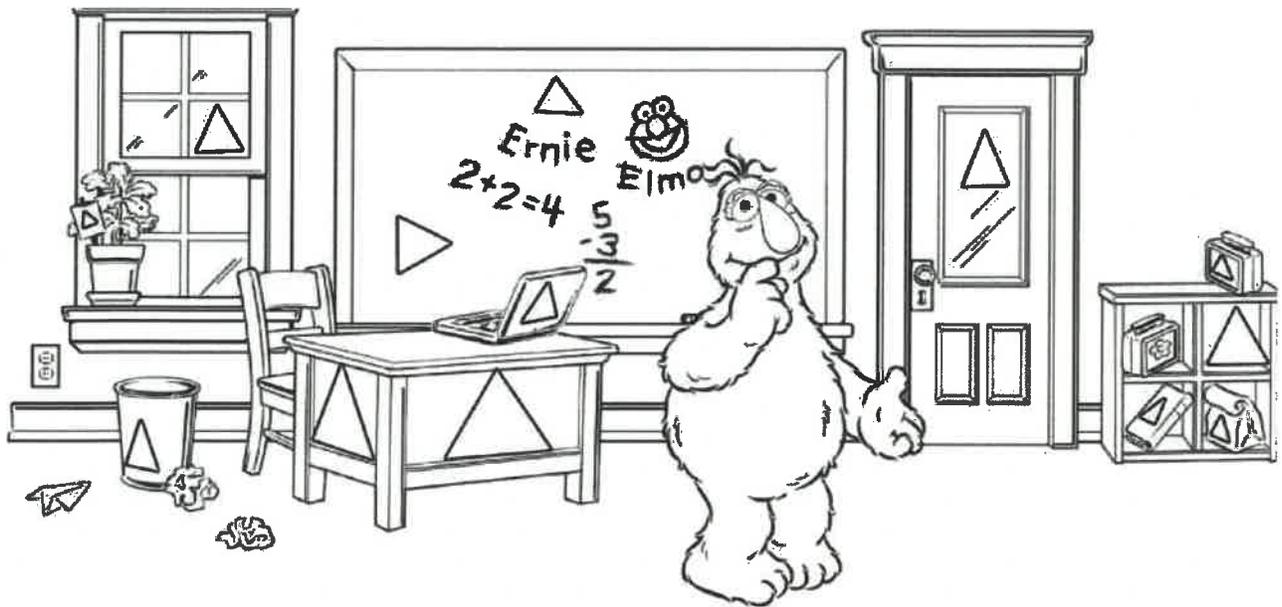
Traza las letras en la pizarra de Big Bird para practicar a escribir el abecedario.

A B C D E F G
H I J K L M
N O P Q R S T
U V W X Y Z



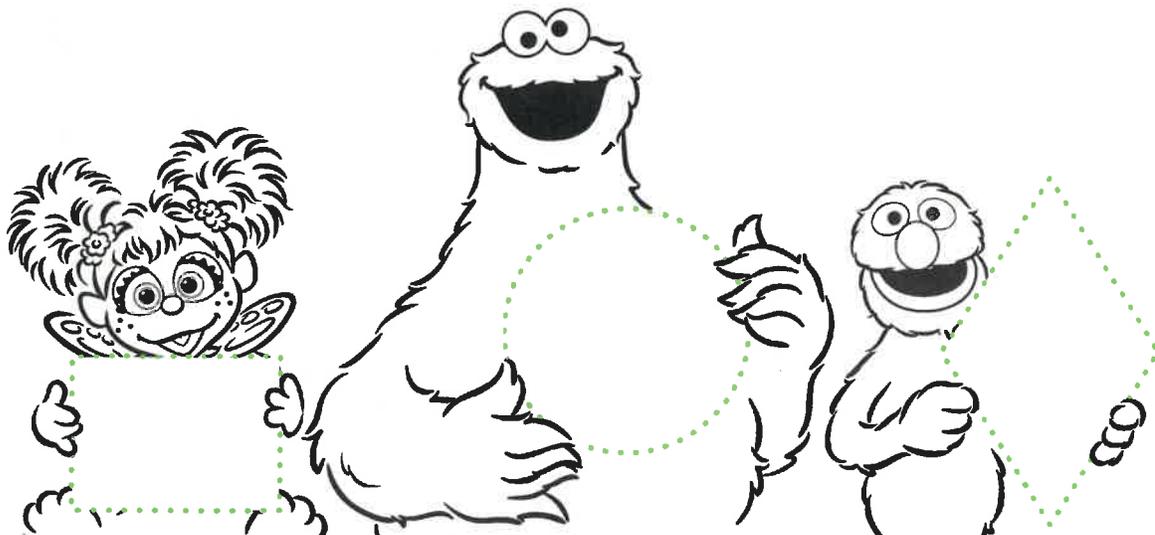
Telly's Triangles

Los triángulos de Telly



Help Telly find all the triangles! What other shapes can you find? Trace the shapes at the bottom, too.

¡Ayuda a Telly a encontrar todos los triángulos! ¿Qué otras formas puedes encontrar? Traza las formas abajo también.



Imagining a Safe Place With Big Bird

A Storybook

Imaginando un lugar seguro con Big Bird

Cuento para niños



Big Bird was having a very tough time. You could tell by looking at his face and his body. “I know you’ve been having a hard time, Big Bird,” Alan said.

Big Bird did not look up. “Something scary and confusing happened. I’m feeling really big feelings—and I just don’t know what to do!”

Big Bird estaba pasando un momento difícil. Se le notaba en la cara y en el cuerpo. “Yo sé que lo has pasado mal, Big Bird”, dijo Alan.

Big Bird no lo miró. “Algo aterrador pasó que me asustó. Tengo sentimientos muy grandes— ¡y no sé qué hacer!”.





"I understand, Big Bird," Alan said.
"All your big feelings are okay,
and you won't feel like this forever.
When I need to feel calm, I
think of my safe place. It's in my
imagination. Would you like to
imagine your own safe place?"

Big Bird nodded.

"Te entiendo, Big Bird", dijo Alan.
"Todos los sentimientos están bien
y no vas a sentirte así siempre.
Cuando yo necesito calmarme,
pienso en mi lugar seguro. Está
en mi imaginación. ¿Te gustaría
imaginar tu propio lugar seguro?"

Big Bird asintió.

Step 1: Get Ready

“Okay,” Alan said. “Let’s sit and get comfy. If you want, you can close your eyes. Let’s take three big belly breaths. Put your hands on your belly. Feel it move up and down.” Big Bird took big belly breaths with Alan. 1, 2, 3.

Paso 1: Prepárate

“Está bien”, dijo Alan: “Sentémonos para ponernos cómodos. Si quieres, puedes cerrar los ojos. Respiremos hondo tres veces. Pon las manos en tu barriga. Siente cómo se mueve la barriga arriba y abajo”. Big Bird respiró hondo con Alan. 1, 2, 3.





Step 2: Imagine

“Now,” Alan said, “Imagine a place where you might feel safe and comfortable. It can look any way you want. It’s all yours!” Big Bird imagined his nest.

“Tell me about what you see, Big Bird. What do you want to be there?” Alan whispered.

“My nest,” Big Bird said. “I just love my nest. It’s...it’s...My Best Nest!”

Big Bird used his imagination to add fluffy pillows, a blanket Granny Bird had knitted him, and his bear, Radar.

Paso 2: Imagina

“Ahora”, dijo Alan, “imagina un lugar donde puedes sentirte seguro y cómodo. Puede ser cualquier lugar. ¡Es todo tuyo!”. Big Bird imaginó su nido.

“Dime lo que ves, Big Bird. ¿Qué quieres tener allá?”, susurró Alan. “Mi nido”, dijo Big Bird. “Me encanta mi nido. Es... es... mi mejor nido!”.

Big Bird usó la imaginación para poner cojines suaves, una manta que Granny Bird le había tejido, y su peluche, Radar.



“Are there any smells?” Alan asked. Big Bird imagined the smell of Granny Bird’s cookies. “And what do you hear?” Alan continued. Big Bird heard the breeze... and his favorite birdsongs.

“Would you like anyone to join you?” Alan asked. “Yeah, Granny Bird,” Big Bird whispered.

“¿A qué huele?”, preguntó Alan. Big Bird imaginó el olor de las galletas de Granny Bird. “Y qué escuchas?”, siguió Alan. Big Bird escuchó la brisa... y sus canciones de pajaritos favoritas.

“¿Te gustaría que alguien te acompañe en el nido?”, preguntó Alan. “Sí, Granny Bird”, susurró Big Bird.



Step 3: Notice

“How are you feeling now that you’re there?” Alan asked. “Safer and calmer,” Big Bird said. “Keep taking deep breaths,” Alan said. “Stay here as long as you want.”

Paso 3: Observa

“¿Cómo te sientes ahora que estás allá?”, preguntó Alan. “Seguro y más tranquilo”, dijo Big Bird. “Sigue respirando hondo”, dijo Alan. “Quédate aquí todo el tiempo que quieras”.





Step 4: Come Back Slowly

“When you’re ready, cover your eyes with your hands. Then open your eyes,” Alan said gently. “Move your hands around just a little, so the light comes in slowly.”

“Take three more belly breaths, in and out,” Alan said. “Now take your hands away. Here you are.”

And there was Alan, holding Big Bird’s hands.

Paso 4: Vuelve lentamente

“Cuando estés listo, tápate los ojos con tus manos. Luego abre los ojos lentamente”, Alan dijo con voz suave. “Mueve tus manos un poco para que la luz entre lentamente”.

“Respira hondo tres veces más, adentro y afuera”, dijo Alan. “Ahora, baja las manos. Aquí estás”.

Y allí estaba Alan, tomado de la mano con Big Bird.

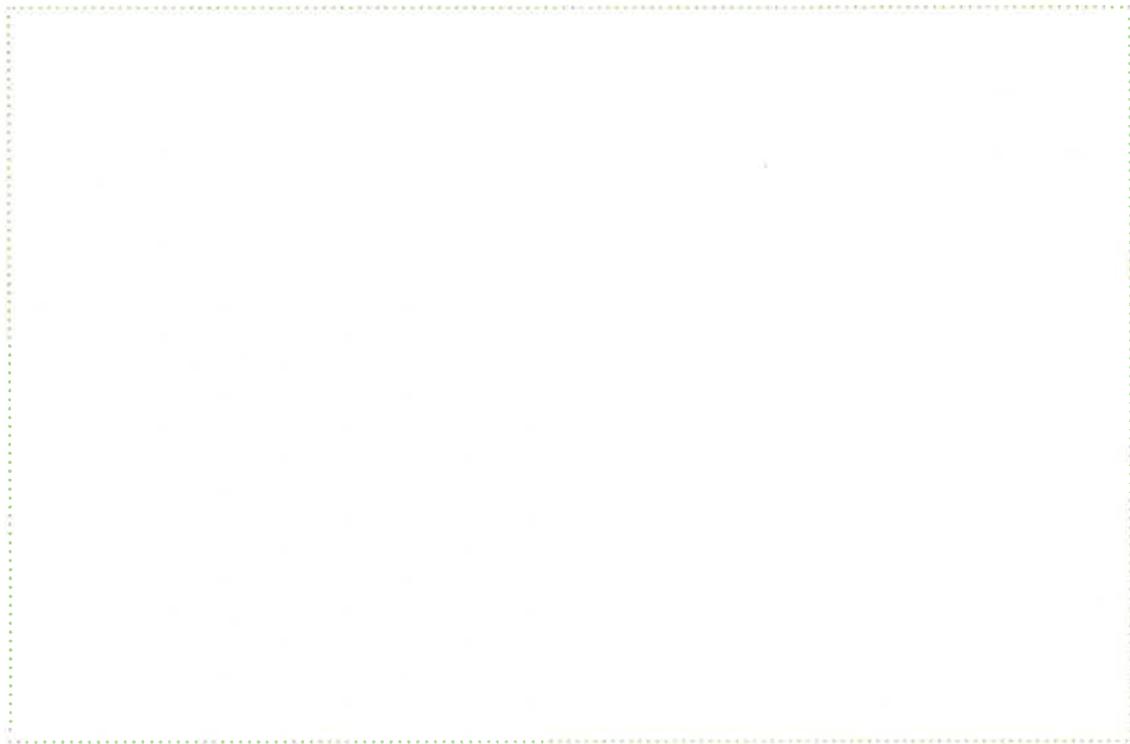


Feelings Journal

Diario de los sentimientos

Use this space to write or draw about anything you want.

Usa este espacio para escribir o dibujar lo que quieras.





Visit [SesameStreetInCommunities.org](https://www.SesameStreetInCommunities.org) for activities, tips, and videos to engage kids during the toughest times.

Visita [SesameStreetInCommunities.org/espanol](https://www.SesameStreetInCommunities.org/espanol) para actividades, consejos y videos que entretengan a los niños en los momentos más difíciles.

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SESAME STREET *in* Communities

Let's Help

A Guide for Grown-Ups
Helping Children Through
the Toughest Times



- ♥ ACTIVITIES you can do with children
- ♥ WAYS to offer comfort & reassurance
- ♥ TIPS for working with children
- ♥ IDEAS for taking care of yourself

For more resources, visit
[SesameStreetInCommunities.org](https://www.SesameStreetInCommunities.org)

It's Okay to Play!

As a grown-up working with children in crisis, your caring presence is so important. Along with everything else you do, you have the power to meet some of their most important needs. You can provide:

- » **moments** in which children can enjoy “everyday life”
- » **extra help** feeling safe and secure enough to relax just a little—and have fun
- » **opportunities** to play so they can keep their brains and bodies growing
- » **a soothing presence** to reassure them they’ll be cared for

Some of these activities go along with the pages in *Let’s Play: A Children’s Activity Book*, others you can do on their own in any way that works for you in your setting. Most can be done without any materials at all.

You’ll also find suggestions and links to more materials (including lots of videos) from [SesameStreetInCommunities.org](https://www.SesameStreetInCommunities.org) so that you can use the free, bilingual resources in your important work helping kids continue to grow, learn, and feel safer.



Sesame Workshop is the nonprofit organization behind *Sesame Street*, the television show that has been reaching and teaching children since 1969. Sesame Workshop has a mission to help kids everywhere grow smarter, stronger, and kinder. We’re active in over 150 countries, serving vulnerable children through media, formal education, and philanthropically-funded programs, each grounded in research and tailored to local needs and cultures. For more information, please visit [sesameworkshop.org](https://www.sesameworkshop.org).

Tips for Working With Children



It's so important for children to have a caring grown-up around. Here are some tips for using these pages to make the most of your time together.

Take a few minutes to prepare.

- » Look over the activities.
- » Gather the materials you need (most require none at all).

Help children feel safe and welcome.

- » Kneel down and smile as you say hello to each child (by name, if possible).
- » Start off with a short ice-breaker activity, such as singing a song.

Help children enjoy themselves.

- » Praise children's efforts by saying things like "I love the way you're moving your body to the music!"
- » As you do the activities together, have fun yourself! Being positive and showing your own joy and interest in them can really help children join in.



Offering Comfort

During traumatic situations, it's challenging to help children feel secure. Here are some simple ways to create a calm and soothing environment for children.

Provide Safety

Assure children that they are safe and let them know that they will be taken care of. Hold hands. Comfort items like blankets or toys may also help.

Keep Routines

Help children feel they can depend on some things not changing, and that there is at least one small thing each day to look forward to. You might read a story (such as "Imagining a Safe Place With Big Bird" at the end of the Children's Activity Book, maybe before bed each night).

Watch and Listen

Children will show signs of stress when big changes happen. You can expect to notice:

- » **Unusual clinging or fear of being alone.** Use gentle words and reassure him that he is safe, and offer a comfort item like a toy or blanket.
- » **Angry behavior or tantrums.** Try to help her describe her feelings with words (*angry, sad, scared, worried*).
- » **Trouble sleeping.** Try to keep a consistent routine. Read a favorite story or sing a favorite song each night. Taking deep, long breaths together may also help.
- » **The child has stopped talking or interacting with others.** Speak softly and try to offer other ways for him to express himself, such as drawing.

Model Healthy Ways of Coping

Children look to the grown-ups around them to see how they should feel. As much as you can, try to keep yourself calm (see page 15 for self-care ideas).

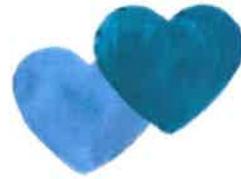
Spend Time Together

Laughing, moving, and playing together can go a long way. Try drawing a picture or singing a song.



Visit [sesamestreetincommunities.org/topics/comfort](https://www.sesamestreetincommunities.org/topics/comfort) to find more activities around offering comfort.

My Full Name Is...



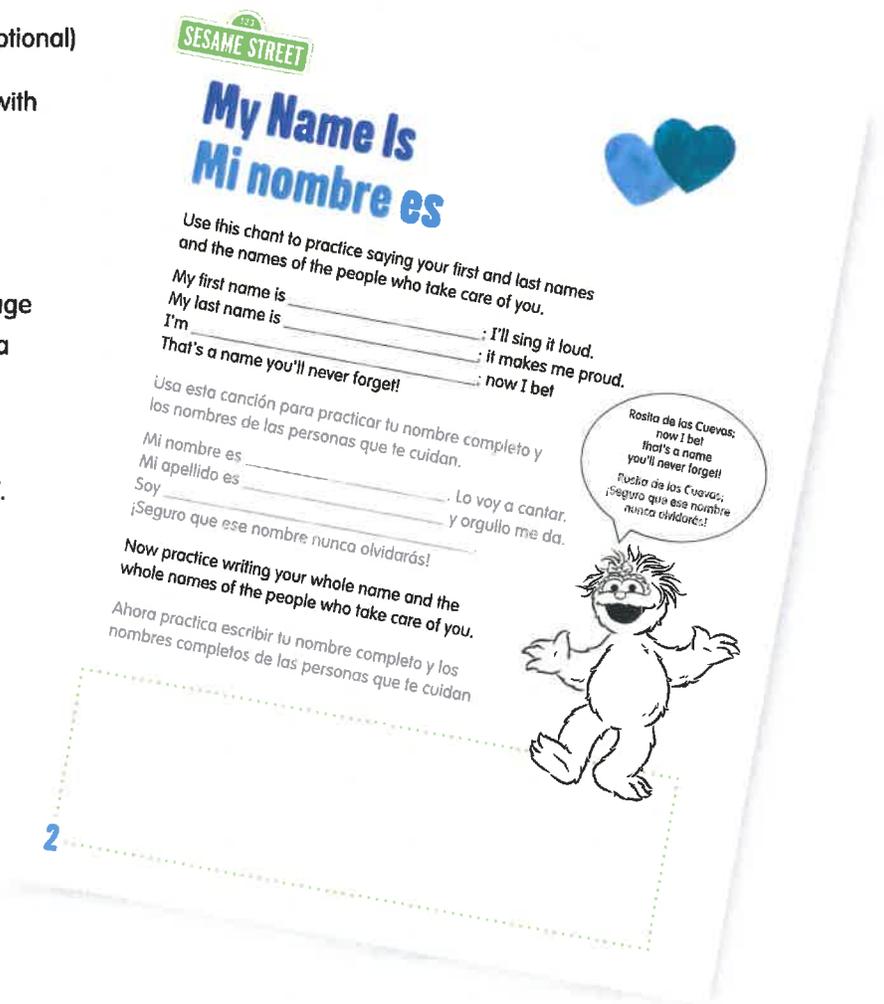
Teach children to remember their whole names (and those of the grown-ups who care for them).

Materials

- » The “My Name Is” printable (page 2 in children’s Activity Book)
- » Pen, pencil, or markers
- » Large sheet of blank paper (optional)
- » A computer, tablet, or phone with internet access (optional)

How to Play

- » Help children complete the page (you can also copy it out onto a large sheet of paper).
- » Help children practice singing or chanting “The Name Song”.
- » Every so often, help children practice by asking them for their own or someone else’s full name.



Visit sesamestreetincommunities.org/topics/emergency-preparedness to watch the “Knowing First and Last Names” video together.



ABC Move With Me!

Movement is an important type of play. Here, children can stretch and bend as they build confidence in learning something new.

Materials

- » The Alphabet Page (page 7)

How to Play

- » Warm up together by saying, “Let’s march in place by raising our knees high up in the air.” Sing the ABC song as you march (you can do this with jumping jacks, stretching, and so on).
- » Then let children know that it’s time for making letters with their bodies. Explain that stretching is good for their whole bodies and can also be fun.
- » Using the alphabet on page 7, close your eyes, count to three and put your finger somewhere on the paper. Open your eyes and read the letter you landed on in a loud, clear voice to the group.
- » Model how to make that letter with your own body (you may need a child to form part of the letter with you). Tell children to bend, stretch, twist, and reach to form the letter. Let children know that they do not need to look exactly like the letter, just to move their bodies!

Keep Playing!

- » As children hold a position, challenge older children to think of different words that begin with that letter.
- » Ask a child to lead the activity.



Visit sesamestreetincommunities.org/topics/exercise for more ideas to help kids get moving, and sesamestreetincommunities.org/topics/language/ for more ideas on building language skills.

Alphabet Page



Close your eyes, count to three, and place your finger on the paper.
Open your eyes to see which letter you are pointing to. Read the letter in
a loud, clear voice to the group.

A B C D E
F G H I J K
L M N O P
Q R S T U V
W X Y Z

Number Fun

Children can play with shapes and numbers in fun, easy ways.

Shape Hunt

Materials

- » None

How to Play

- » Explain to children that shapes are all around and that we can find them by looking closely.
- » Look (or move) around the room or outdoor space around you. Ask children to look for and name the shapes they see (looking for a certain shape or any shape at all).
- » Help children notice! “Look, this door is a rectangle, and the knob is a circle.”
“The rock is like a round ball.”
“The book is a rectangle.”

More Math Moments

- » When you talk about what you’ll be doing throughout the day, use words like *first*, *next*, and *last* to describe order.
- » Have children line up by height or age, or in patterns like “boy, girl, boy, girl.”

Math Moves

Materials

- » None

How to Play

To build counting skills, challenge children to do a certain number of moves and count aloud as you go.

For instance:

- » Seven hops on one foot
- » Four jumping jacks
- » Clap six times



Visit [sesamestreetincommunities.org/topics/math](https://www.sesamestreetincommunities.org/topics/math) for a “Math and Movement” video and more math games.

Jumping Frogs



Jumping around and playing pretend helps children exercise both their bodies and their imaginations.

Materials

- » Chalk, masking tape, or string. (If you don't have that, it's okay! Find a line somewhere on the floor that you can use—on a floorboard or in the ground outside. Or, line up a row of sheets of paper, blocks, or pebbles.)

How to Play

- » Make or find lines on the ground using any of the supplies listed above. Tell children that they are now frogs and that they need to hop over the “rocks”!
- » Show children how to jump forward, and let them practice:
 1. Extend your arms behind your back and bend your knees.
 2. Swing your arms forward and take off with both feet.
 3. Land on both feet at the same time.
- » Ask children to stand on one side of the line and try to jump over the “rocks”!
- » Challenge them to jump 10 times back and forth, counting each jump aloud. Older children can count to a higher number. Jump along with them!

Keep Playing!

Depending on children's ages, you can vary the jumps:

- » Jump off with one foot and land on two.
- » Jump off with two feet and land on one.
- » Jump with your arms at your sides or high in the air.



Visit sesamestreetincommunities.org/topics/exercise/ for a “Move Along With Elmo” video and more movement ideas.



Musical Statues

Help children express themselves through dance—and build their focus.

Materials

- » A device you can play music on, with upbeat music that you can stop and restart easily

How to Play

- » Tell children that you will be playing some music and that they can dance or move when it plays. But when it stops and you call out “statue” (or “freeze”), they freeze! Encourage them to move as fast as they can—jumping, bouncing, marching, or wiggling.
- » Repeat as many times as you like!

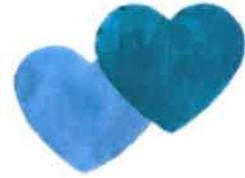
Keep Playing!

- » Share these and ask children to freeze in one of Grover’s poses.



For a “Workout With Grover” video and more fun ideas help kids move their bodies, visit sesamestreetincommunities.org/topics/exercise/

Be Your Own Rhythm Band



Help children feel like part of a group as they play around with rhythm and sound.

Materials

- » None

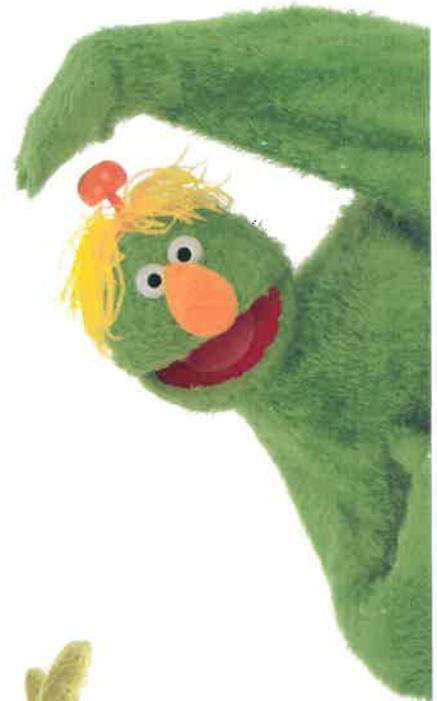
How to Play

To help gather children's attention, say, "Clap once if you can hear me!" Then begin making up sound patterns for children to repeat after you with their hands and feet, such as:

- » Clap, stomp, clap, stomp
- » Clap, tap feet, tap feet, clap
- » Clap, pat legs, clap, pat legs
- » Stomp, stomp, stomp, clap

Keep Playing!

- » Give individual children chances to be the leader and make up their own rhythms and patterns.
- » Add motions (for instance, "clap, stretch, clap, stretch").



For more ideas on learning through play, visit sesamestreetincommunities.org/topics/learning-through-play/



Grover's Yoga Poses

Movement such as yoga is a great way to begin to create feelings of confidence, strength, safety, and calm.

Materials

» None

How to Play

Lead children through the movements below as you demonstrate them yourself (a quiet space is ideal, but not necessary).

Tree Pose

Developing new skills can help build a child's sense of self-worth and confidence in their abilities.

STEP ONE

Say, "Stand straight and steady on two feet. Press your palms together near your heart. Then keep one foot on the ground while lifting your opposite heel." (For older children: "Turn out your knee with your head lifted, and bring your heel to your inner ankle. Move your hands up over your head.")

STEP TWO

Say "You are standing tall and straight, steady and strong. Just like a tree, feel your roots growing from your foot, deep into the ground. How long can you stay in this pose?"



Turtle Pose

When children are overwhelmed, this pose can help them quiet their minds and feel safer.

STEP ONE

Say, "Sit back on your heels, resting your forehead on the ground. Walk your fingers away from your body to stretch your hips, thighs, and ankles. Try moving your arms back and holding on to your feet. Take long breaths as you move."

STEP TWO

Then say, "Pretend you are a turtle, safe inside your shell. Or you can pretend you're a tiny snail in a strong shell. Or you can pretend you're a little seed, safe and warm in the soil. Let's stay here for a few minutes."



Read "Breathe, Balance, and Bend: The 3 Bs of Calm Bodies" and find more ideas at [sesamestreetincommunities.org/topics/exercise](https://www.sesamestreetincommunities.org/topics/exercise)

Feeling Faces



When you help children name, express, and understand their emotions, you're helping them overcome challenges, understand themselves and others, and communicate.

Materials

- » A computer, tablet, or phone with internet access (optional)

How to Play

- » Say a feeling word (*sad, happy, frustrated, excited, mad, calm, scared, worried*) and invite children to make a face showing that feeling (model it yourself as you say the word).
- » Tell children they can use their whole bodies. They can make sounds to go with the feeling, too.
- » Explain that feelings come and go, and that children are allowed to feel all of them, even very big ones. Tell them that it's okay to feel many feelings all at once, too.

Keep Playing!

- » Let a child lead the activity.
- » Do some movements that show each feeling (for instance, for "scared," you may hunch over and cross your arms across your chest).



Watch an “Exploring Big Feelings” video and find more ideas to help kids handle overwhelming emotions at sesamestreetincommunities.org/topics/emotions/



Imagining a Safe Place With Big Bird

At the end of the children's Activity Book, there is a story about Big Bird imagining his safe place. You can help children imagine their own safe place by reading these steps aloud:



1. Get Ready

- » Sit down and get comfy.
- » Close your eyes and take three deep breaths.

2. Imagine

- » Imagine a place in which you would feel safe and comfortable. It's all yours.
- » What do you see? What do you want to be there? What colors are those things? What do they feel like?
- » Is there a person or an animal with you?
- » Try to stay there even if you start thinking about other things.
- » Keep coming back to your place. Take three deep breaths in your place.
- » What do you smell? What do you hear?

3. Notice

- » How do you feel, now that you're there?
- » How does your breathing feel? Fast or slow? Short or long? Deep or shallow?
- » Stay here for as long as you like.

4. Come Back Slowly

- » When you're ready, cover your eyes with your hands. Then open your eyes. Spread your fingers out so a little light comes in.
- » Now take your hands away. Here you are.
- » You can return to your safe place whenever you need to.



Read Big Bird's full story and find more resources for helping children cope with traumatic experiences at sesamestreetincommunities.org/topics/traumatic-experiences/

Taking Care of Yourself



During stressful times in which you're taking care of others, it's easy to forget about your own physical and emotional needs. You're more helpful to children when you take care of yourself, so try to do something that helps you feel a little better each day. Here are some ideas:

Breathe

Close your eyes and take a deep breath through your nose. Pretend you are filling up a balloon in your belly. Exhale slowly and repeat.

Connect

Reach out to someone you trust and can talk to—a relative, friend, faith leader, or counselor. You are not alone.

Relax

To relieve muscle tension, roll your neck and shoulders or make big arm circles.

Imagine

Close your eyes, take deep breaths, and picture a situation or place that feels peaceful.

Stay Active

Even two minutes of stretching can help your body feel more relaxed and cared for. Or, turn on some music and dance!

Sing or Listen

Sing a favorite tune or listen to a song that helps your mood.



For more ways to care for yourself so that you can care for others, visit sesamestreetincommunities.org/topics/you-matter-most/



Digging Deep

Taking Care of Yourself and Your Family—During and After a Disaster or Crisis

When you care for yourself, you can better comfort and protect children—and little ones learn lifetime lessons by watching their parents take care of themselves and build their own resilience.

In the Worst First Moments

- **“Dig deep”** for the best, strongest parts of yourself. This will help keep you steadier and remind you that you *can* keep it together for your little ones.
- **Remember** to drink water (if it’s clean and safe) so that you can think clearly and function as well as possible.
- **Be on the lookout** for first responders and aid workers, and get information about all the help that is available.
- **Focus** on one small goal that you may be able to accomplish, like eating a hot meal or taking a shower at some point in the future, rather than things beyond your control.
- **Know** that we are stronger together. If you are around people you don’t know (or you don’t know your neighbors) introduce yourself (maybe to other parents with kids close in age to yours) and find ways to help one another.
- **Be patient** with yourself as you begin to cope with what has happened. Healing takes time.
- **Helping** others and being of service, even in small ways—and even when you’re in need of help too—can make a difference in how you’re feeling.

As Recovery Begins

- **Notice** and focus on any improvements around you, no matter how small they are. If you don’t see any right away, look for them or ask others for their perspective.
- **Remind** yourself that this situation (and the way you feel right now) will not last forever.
- **Remember** that this experience can make you and your family stronger. Explain that to your children.
- **Comfort** yourself and your children in any way you can, such as singing special songs or wrapping yourselves up in a blanket together.
- **Take care.** As much as you can, eat well, get some sleep, take breaks, and let yourself begin to do some small things you enjoy (if possible, make a playlist of music that inspires you to keep going).
- **Talk** with other parents and caregivers about your experiences, worries, challenges (and successes!) in this situation. Find ways to support each other.
- **Begin** to seek out extra help from relief workers, friends, or extended family members who are good listeners. Take advantage of available resources such as doctors or counselors.

