

# WEEK 3

Hello Coffin Students,

We know this is a strange time, but wanted to make sure you know we're thinking of you and miss working with you. Mrs. Bradley, Mrs. Nadell and Ms. Watson wanted to share some games and activities you can do with your family!

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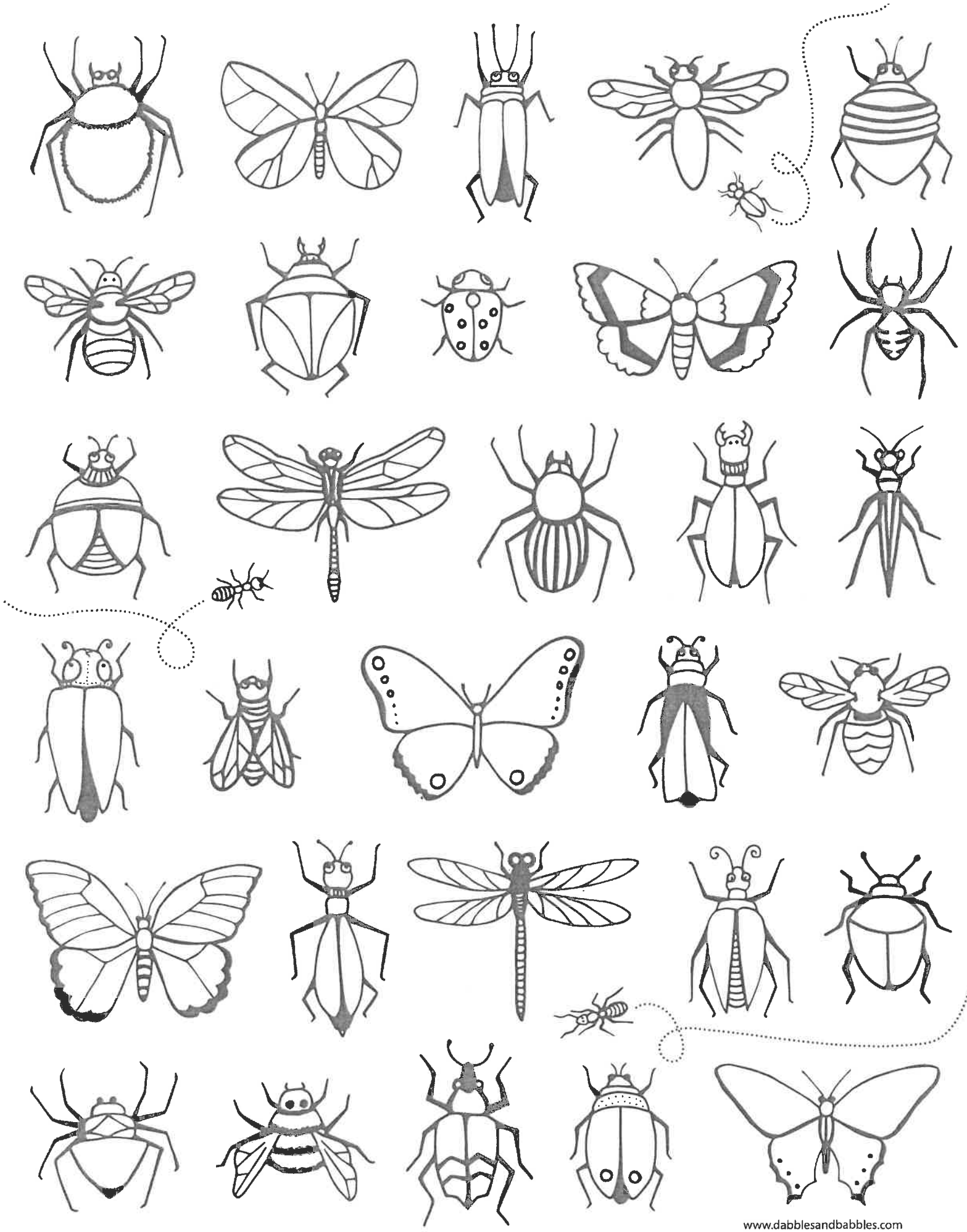
Mrs. Bradley      [rbradley@brunswick.k12.me.us](mailto:rbradley@brunswick.k12.me.us)

Mrs. Nadell        [snadell@brunswick.k12.me.us](mailto:snadell@brunswick.k12.me.us)

Ms. Watson        [lwatson@brunswick.k12.me.us](mailto:lwatson@brunswick.k12.me.us)

We miss you and can't wait to see you again!

A black and white line drawing of a repeating pattern of various dogs. The dogs are depicted in a simple, cartoonish style. They include a dachshund, a bulldog, a poodle, a terrier, and a small dog. Each dog is wearing a different accessory: a striped scarf, a polka-dot vest, a bow tie, a hat, a plaid vest, a flower in its ear, or a bow on its head. The pattern is arranged in a grid-like fashion, with the dogs facing different directions. The background is plain white.





## My Turn, Your Turn, Version 1

### Preparation

Have students stand, leaving enough room to move.

### Rule

**Rule 1 is, stand still and wait for me to say "Your turn" before you move.**

### Steps

1. Name and at the same time touch two body parts. Students wait and stand still.
2. Say: **Your turn.** Students name and touch the same two body parts.

### Tips

- Repeat the rules.
- Practice the steps of the game slowly.
- Go online to [www.secondstep.org](http://www.secondstep.org) to find game adaptations for English-language learners for all *Second Step* games.
- Play the game for several rounds. Remind students not to move until you say "Your turn."
- Ask students what they did to remember to stand still and not move until they heard "Your turn."

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

- Name and touch three body parts. (WM)
- Increase wait-time before you say "Your turn." (IC)
- Progressively decrease the volume of your voice. (A)



## My Turn, Your Turn, Version 2

### Preparation

Have students stand, leaving enough room to move.

### Rule

**Rule 1 is, stand still and wait for me to say "Your turn" before you move.**

### Steps

1. Name and show two sequential movements. Students stand still and wait.
2. Say: **Your turn.**
3. Students do the same two movements in sequence without talking.

### Movement Suggestions

Pat shoulders	Make body wide	Swing alternating arms
Stomp feet	Make body tall	Do knee bends
Turn around	Make arm circles	Wiggle fingers
Squat down	Make ankle circles	Clap hands
Touch toes	March on tiptoe	Do across-the-body or
Reach up high	Wiggle like a jellyfish	cross-lateral marching
Make body small	Balance on one foot	

### Tips

- Remind students to use their Skills for Learning: **Saying the two movements in your head while you are waiting for me to say "Your turn" can help you remember them.**
- Include movements that use all parts of the body and brain. In particular, across-the-body marching, where the right hand touches the left knee and vice versa, requires that both parts of the brain work together. These types of cross-lateral movements need to be modeled and taught specifically.

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

- Increase wait-time before you say "Your turn." (IC)
- Progressively decrease the volume of your voice. (A)
- Name and show three or more movements. (WM)
- Have students do two movements in reverse order. (WM, IC)
- Select a student to make funny faces or wave his or her hands during the game. Have students practice blocking out the distraction. (A)

# WEEK 4

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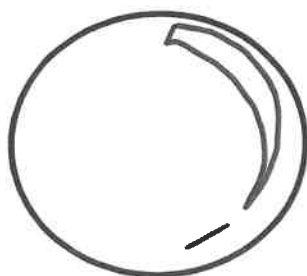
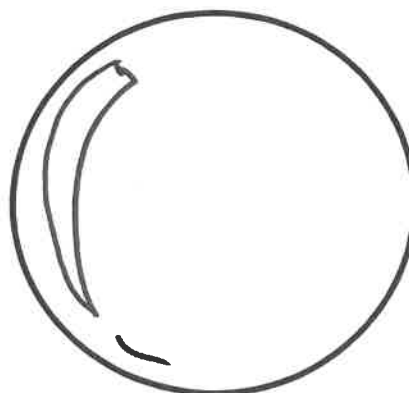
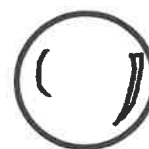
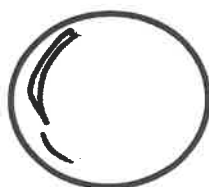
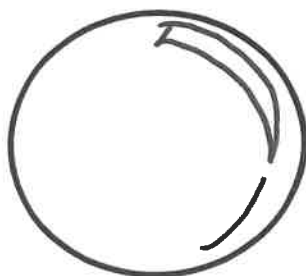
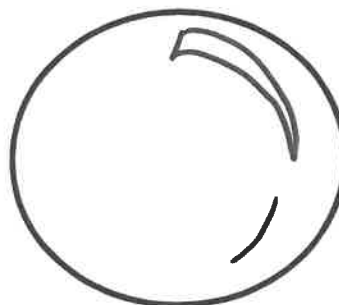
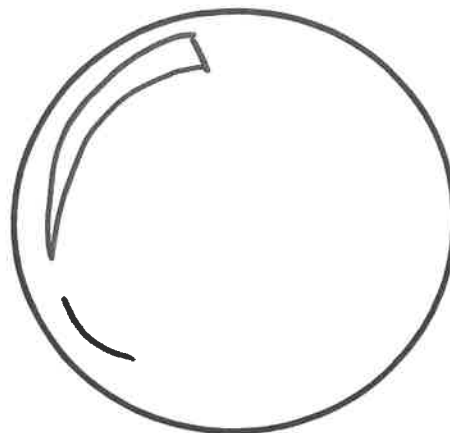
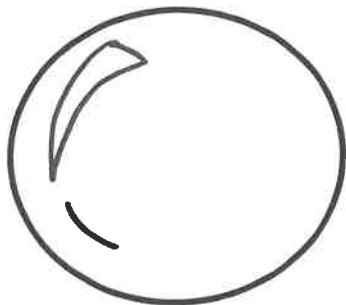
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# Bubble Breathing



TAKE A  
DEEP BREATH, AS YOU BREATHE OUT -COLOR A BUBBLE. KEEP GOING  
UNTIL THE BUBBLES ARE COLORED IN 😊

# Doodle a Day

Mon	Tue	Wed	Thu	Fri
Candle	Broom	Lamp	Lollipop	Cat
Dog	Snowman	Snowflake	Chocolate	Hearts
Cloud	Fork	Wave	Fish	Seashell



## My Turn, Your Turn, Version 3

### Preparation

Have Puppy and Snail, or any other two puppets or stuffed animals, on hand. Have students stand, leaving enough room to move. After you have stated the rule, have students make their attent-o-scopes and say "focus" to switch them on. Have students focus their attent-o-scopes on Snail, then put them down and pretend they are still there.

### Rule

**Rule 1 is, do only what Snail tells you to do. Puppy will try to trick you into doing other things. Ignore Puppy.**

### Steps

1. As Snail, say: **Touch your nose. Your turn.** Students touch their noses.
2. As Puppy, say: **Touch your head. Your turn.**
3. Students don't obey Puppy and keep touching their noses.
4. Play the game for several rounds.

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

- Have one puppet be the leader and name two or more body parts. (WM)
- Have the puppet that is not the leader give two directions in a row. (A, IC)
- Have students touch the body parts in the reverse order. (WM, IC)



## My Turn, Your Turn, Version 4

### Preparation

Have students stand, leaving enough room to move.

### Rules

- **Rule 1 is, wait to move until I say "Your turn."**
- **Rule 2 is, when I say "Touch your elbows," touch your ears.**

### Steps

1. Name and touch two body parts. Add in one or more mixed-up rules. Students wait and stand still.
2. Say: **Your turn.** Students name and touch the two body parts, remembering to use the mixed-up rule(s).

### Tip

Remind students to use their Skills for Learning by saying: **Repeating the two movements to yourself while you are waiting for me to say "Your turn" can help you remember them.**

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

Use two or more of the mixed-up rules below, or make up one of your own (WM, IC):

- When you say "Touch your ears," students touch their elbows.
- When you say "Touch your hips," students touch their knees.
- When you say "Touch your feet," students touch their shoulders.



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# GROUNDING WITH YOUR FIVE SENSES

*what can*

5

THINGS YOU  
CAN SEE



*things*

**SUN**

PICTURE ON THE WALL  
**PEOPLE  
WALKING**

4

THINGS YOU  
CAN FEEL



**WIND**

**BLOWING**  
FEET ON THE FLOOR  
PENCIL IN HAND

3

THINGS YOU  
CAN HEAR



**BIRDS**

**CHIRPING**  
CLOCK TICKING  
CAR HORNS

2

THINGS YOU  
CAN SMELL



**FOOD FROM THE  
CAFETERIA**

LAUNDRY DETERGENT ON CLOTHES  
**FRESH CUT  
GRASS**

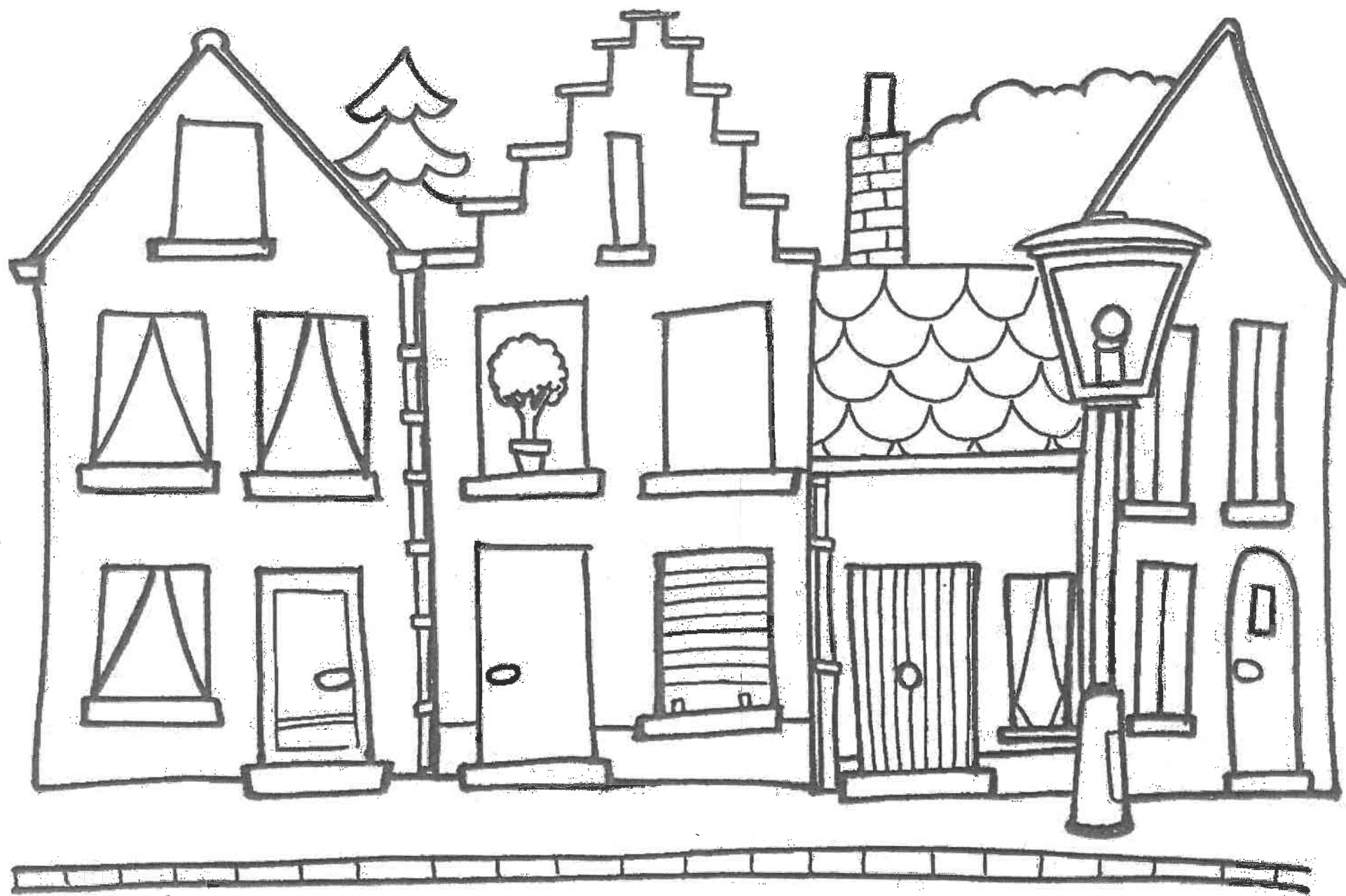
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THING YOU  
CAN TASTE



**MINT**

Breakfast  
**TOOTHPASTE**





## Simon Says, Version 1

### Preparation

Have students stand, leaving enough room to move.

### Rules

- Rule 1 is, if I say "Simon says," you do what I tell you to do.
- Rule 2 is, if I don't say "Simon says," keep doing what you're doing until I say "Simon says" again.

### Steps

1. Say: **Simon says**. Say and show an action: **Reach your hands up high!**
2. Students reach their hands up high.
3. Omit "Simon says," but say and show another action.
4. Students continue to reach their hands up high. If they make a mistake, say: **I see this is a challenging game. Let's see if we can all remember the Simon Says rules.**

### Movement Suggestions

Pat shoulders	Make body tall	Wiggle fingers
Stomp feet	Make arm circles	Clap hands
Turn around	Make ankle circles	Do across-the-body or
Squat down	March on tiptoe	cross-lateral marching
Touch toes	Wiggle like a jellyfish	Move only right side of body
Reach up high	Balance on one foot	Move only left side of body
Make body small	Swing alternating arms	Move only top half of body
Make body wide	Do knee bends	Move only bottom half of body

### Tips

- Include movements that use all parts of students' bodies and brains. In particular, include across-the-body marching, where the right hand touches the left knee and vice versa, which requires that both parts of the brain work together. These types of cross-lateral movements need to be modeled and taught specifically.
- Do not eliminate students from the game. Elimination prevents them from practicing the Skills for Learning.

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

- Progressively decrease the volume of your voice. (A)
- Omit "Simon says" twice in a row. (A, IC)



## Simon Says, Version 2

### Preparation

Have students stand, leaving enough room to move.

### Rules

- Rule 1 is, when Simon says do the **same** thing as I do, do the same thing.
- Rule 2 is, when Simon says do something **different** than I do, do something different. It doesn't matter what you do, as long as it is different.

### Steps

1. Say: **Simon says do the same thing I do.** Students copy you.
2. Say: **Simon says do something different than I do.** Students do something different.
3. Say: **Simon says show the same feeling on your face as I do.** Students copy you.
4. Say: **Simon says show a different feeling than I do.** Students show a different feeling.

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

- Do not say "Simon says," so students have to pay attention to whether you said or omitted "Simon says," as well as your same and different directions. (A, WM, IC)
- Progressively decrease the volume of your voice. (A)

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## **Relaxation Script for Younger Children**

### **Hands & Arms**

Pretend you are squeezing a whole lemon in your left hand. Squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon and relax. See how much better your hand and arm feel when they are relaxed. Repeat with other hand.

### **Arms and Shoulders**

Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay kitten, stretch again. Repeat.

### **Shoulder and Neck**

Now pretend you are a turtle. You're sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-Oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. It isn't easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine and once again you can relax and feel the warm sunshine. Watch out now. More danger. Hurry pull your head back into your house and hold it tight. Repeat.

### **Jaw**

You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Repeat.

### **Face and Nose**

Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up real hard. Good. You've chased him away. Now you can relax your nose. Oops here he comes back again. Repeat.

### **Stomach**

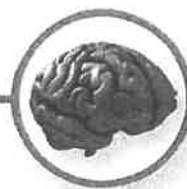
Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying there in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get ready. Repeat.

### **Legs and Feet**

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep in to the mud. Try to get your feet down to the bottom of the mud puddle. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Repeat...

References: Carkhuff, R.R. Helping and human relations, Vol. 1, New York: Holt, Rinehart & Winston, 1969.

Monica Fitzgerald, Ph.D.  
TF-CBT Training



## Simon Says, Version 3

### Preparation

Have students stand, leaving enough room to move.

### Rules

- Rule 1 is, if I say “Simon says,” do what I tell you to do.
- Rule 2 is, if I don’t say “Simon says,” keep doing what you’re doing until I say “Simon says” again.
- Rule 3 is, when I say “Touch your ears,” touch your elbows instead.

### Steps

1. Say: **Simon says.** Say and show an action. **Reach your hands up high!**
2. Students reach their hands up high.
3. Omit “Simon says” but say and show another action.
4. Students continue to reach their hands up high.
5. Say: **Simon says touch your ears.** Students touch their elbows.

### Tip

After the game, ask students for specific examples of how they remembered the mixed-up rule.

### Increasing the Challenge

*Attention (A), Working Memory (WM), and Inhibitory Control (IC)*

- Use two or more mixed-up rules below, or make up one of your own (A, WM, IC):
  - When you say “Touch your ears,” students touch their elbows.
  - When you say “Touch your hips,” students touch their knees.
  - When you say “Touch your feet,” students touch their shoulders.
- Use one of the “opposites” rules below or make up one of your own (A, WM, IC):
  - When you say “Make yourself tall,” students make themselves small.
  - When you say “March in place quickly,” students march in place slowly.