

Week 7 Health: Helpful Self-Talk and Problem Solving

Page 1: Match the Challenge to Helpful Self-Talk

When plans change or surprises happen at the lodge, our inner voice can act like a coach. Truthful self-talk does not pretend everything is perfect. It names a real feeling and helps us find a safe next step.

Directions: Read each challenge on the left. Find the truthful, helpful thought on the right that fits. Write the matching letter in the box.

Box	Lodge Challenge	Truthful, Helpful Self-Talk
	1. You walk with your adult toward the water slide, but it is closed for cleaning.	A. "I haven't solved it yet. I can try another clue or ask my adult for help."
	2. A lodge clue feels tricky.	B. "I wanted pizza, and we can ask an adult about another choice at the lodge café."
	3. An arcade game took your token, but the prize balls did not drop down.	C. "I feel disappointed, and I can ask my adult what safe activity is open."
	4. Your family walks to the lodge café for dinner, but every table is full.	D. "I feel frustrated, and I can ask an arcade team member for help."

Remember the Coach Rule: Fake cheer sounds like, "I am super happy the slide is closed!" Truthful self-talk sounds like, "I feel bummed, and I can choose a safe next step."

Page 2: Oaklynn's Problem-Solving Plan

Use a **3-Step Problem-Solving Plan** to think through a challenge. Read the story below, then write or tell your responses.

The Situation: You walk over to the lazy river, but there is a long line for the yellow tubes. Your feet are tired, and an unhelpful thought pops into your head: *"Waiting takes forever! This ruined our whole afternoon!"*

1. Notice the Problem: What is the actual problem, and what feeling is your body experiencing?

2. Flip the Thought: Turn the unhelpful thought into a **truthful, helpful thought**. (Do not use fake cheer. Be honest about your feeling, and remind yourself of the truth!)

3. Take One Safe Next Step: Name one safe, simple action you and your family can do right now while waiting or choosing another activity.

4. Quick Check: Why is saying *"I am so happy there is a line!"* unhelpful?



Page 3: Brooksley's Calming Pause and Helpful Words

An adult can read the directions and choices aloud. You may point, circle, match, draw, speak, or dictate your ideas. You do not need to read or write by yourself.

Step 1: Point or Circle Your Feeling

How does your body feel when a plan changes suddenly? Point to or circle the feeling that matches:

Frustrated

(Fists tight)

Sad

(Quiet frown)

Surprised

(Eyes wide)

Calm

(Body feels settled)

Step 2: Try a Gentle Breathing Pause

Follow the steps with your helper. You can pause or skip a step if it does not feel comfortable.



- [] **1. Inhale slowly.** Count 1, 2, 3.
- [] **2. Exhale gently.** Count 1, 2, 3, 4.
- [] **3. Notice your body.** A slow breath may help your body pause. You can choose a next step when you are ready.

Step 3: Choose a Helpful Phrase and Safe Next Step

Your helper reads each phrase. Point, circle, or match one to your drawing. You may say or dictate it.

“I can try one part.”

“I can ask my grown-up for help.”

Draw one safe thing to do while waiting or trying again. You may tell your helper what to write beside your picture.

Page 4: Adult Support & Answer Notes

Coaching Guide for Adults: Standard 7 emphasizes self-management practices that prevent conflict and reduce emotional stress. Help children notice that self-talk is not about pretending everything is fine. Real emotional regulation pairs honest feelings (“I am disappointed”) with realistic problem-solving (“and I can take one safe step”).

Page 1 Answer Key (Matching)

1. **C** (“I feel disappointed, and I can ask my adult what safe activity is open.”)
2. **A** (“I haven’t solved it yet. I can try another clue or ask my adult for help.”)
3. **D** (“I feel frustrated, and I can ask an arcade team member for help.”)
4. **B** (“I wanted pizza, and we can ask an adult about another choice at the lodge café.”)

Page 2 Scoring & Discussion Rubric (Oaklynn, Grade 2)

- **Question 1 (Problem & Feeling):** Student identifies the concrete issue (long line / waiting for yellow tubes) and names an emotion (frustrated, impatient, tired, disappointed).
- **Question 2 (Flip the Thought):** Student replaces “forever” and “ruined” with realistic self-talk. Example: *“Waiting is hard. I can ask my family what we can do while we wait.”*
- **Question 3 (Safe Next Step):** Student gives an actionable, safe choice, such as playing I-Spy in line, asking an adult about the wait, or choosing another open activity with the adult.
- **Question 4 (Fake Cheer):** Student notes that fake cheer ignores real feelings, feels dishonest, or does not help solve the problem.

Page 3 Facilitator Observations (Brooksley, Kindergarten)

- **Emotional Awareness:** Child identifies or points to a facial expression without judgment. Validate the emotion: *“It makes sense you feel disappointed when plans change.”*
- **Breathing Pause:** A slow, comfortable breath may help the body pause. Keep breaths unhurried, and let the child stop if uncomfortable. Breathing may not change the feeling.
- **Verbal or Dictated Step:** Child points to, matches, says, or dictates a truthful helpful phrase (for example, *“I can try one part”* or *“I can ask my grown-up for help”*) and draws or dictates a safe next step. Scribe the child’s exact words if needed.