



Gizmo's Pawesome Guide to Mental Health: Early Childhood Introduction

IMPLEMENTATION GUIDE

Gizmo Early Childhood Project

Child Health and Development Institute

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This guide was developed for the Connecticut Office of Early Childhood by the Child Health and Development Institute (CHDI).

Acknowledgments

We wish to acknowledge the following consultants who provided expertise in early childhood to support the development of these materials: Carlita Elias, Psy.D., Anne Giordano, MA, IMH-E®, and Kate Zeidler, M.S. We would also like to acknowledge our partner organizations: CT Office of Early Childhood, CT Department of Mental Health and Addiction Services, CT Department of Children and Families, UConn School for Social Work, and the United Way of Connecticut/2-1-1.

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Introduction

Gizmo's Pawesome Guide to Mental Health was developed to introduce mental health and wellness knowledge and skills to school-aged youth with the hope that they may keep and apply what they learn for a lifetime to help them stay healthy and safe. This early childhood adaptation of the original Gizmo curriculum aims to **help young children understand their emotions, activities they can use to support their own well-being, and how to identify and talk with trusted adults if they are struggling**. It includes an activity book with information for caregivers, curriculum delivered in story form, and fun activities for young children; an implementation guide for teachers and home visitors; and suggested activities for family engagement.

The intended knowledge and skills gained include:

1. Knowledge of **basic emotions** and how to identify them;
2. Daily **activities** that support mental wellness;
3. How to identify and connect with **trusted adults**; and
4. **Resources** to share with trusted adults.

Preparation

This early childhood implementation of the Gizmo program includes a story-based activity book to introduce broad concepts about emotions, coping activities, and trusted adults, as well as a combination of independent and group activities that promote learning of emotions, self-regulation, and comfort in talking about mental health. **In preparation to deliver this material, please review** a brief overview of children's mental health (on page 5) and a preparation guide* for getting started using this activity book and implementation guide (on pages 7-8). A template letter to introduce the Gizmo program to caregivers is provided on page 22 and is also available as an editable word document.

**Please note that the information has been created for both preschool/pre-K and home visitor settings and specific considerations that are unique to each delivery location have been included.*

Early Childhood Mental Health

Between the ages of 3 and 5, children begin to understand their own emotions and feelings and can start recognizing them in others. **Young children can also experience clinical depression** and other mental health concerns. Because children this age can understand emotions and can also experience serious mental health struggles, it is important to teach children strategies that they can use and how to ask for help with they need it.

There are important signs you can watch for with the children you support. **Children who may be struggling with their mental health may have changes in:**

- Sleep
- Behavior
- Appetite
- Irritability
- Activity level
- Mood, such as appearing less joyful than usual or showing less enjoyment from activities they usually like

Just like it is important to take care of our physical health, it is also important to have healthy feelings, thoughts, and actions to support mental and emotional health. **With the help of caring adults, children can learn skills to regulate their emotions** and work through difficult times through activities, like the ones included in this activity book. Young children need supportive adults to help them learn and practice using skills to regulate their emotions. Adults can help by:

- Modeling their own emotion-regulation strategies (e.g. “I’m getting frustrated so I’m going to take a deep breath”)
- Coaching children on using strategies to help themselves when they’re mad, sad, or worried (e.g. “You’re scrunching your eyebrows and clenching your fists – you look mad. Do you want to take a deep breath together or get a hug to help calm your body?”)
- Staying calm themselves to help children feel safe when they’re struggling with their emotions

It is important to not only support children’s well-being, but also your own. Adults cannot effectively help a child regulate their emotions without being calm themselves. Resources for information and activities you can do to **support your own well-being** can be found at <https://www.gizmo4mentalhealth.org/adults/>

Take the pledge to care for your mental health, prioritize checking in on how you are feeling, and complete the mental health plan for steps to take when your mental health needs attention!

Additional Resources

Resources for Educators and Home Visitors

CT Association for Infant Mental Health <https://www.ct-aimh.org/reflective-supervision/resources/>

Child Health and Development Institute <https://kidsmentalhealthinfo.com/early-care-education-providers/>

Child Development Infoline: <https://cdi.211ct.org/>

Connecticut Birth to Three System <http://www.birth23.org>

CT Office of Early Childhood www.ctoec.org

Head Start <https://eclkc.ohs.acf.hhs.gov/>

Alliance for the Advancement of Infant Mental Health <https://www.allianceaimh.org/>

Child First <https://www.childfirst.org/>

Early Childhood Consultation Partnership www.eccp.org

Resources for Families

Connecticut Birth to Three System <http://www.birth23.org>

The Gizmo Project www.gizmo4mentalhealth.org

Child First <https://www.childfirst.org/for-families>

Early Childhood Consultation Partnership www.eccp.org

Child Health and Development Institute <https://kidsmentalhealthinfo.com/topics/infant-early-childhood-mental-health/>

Centers for Disease Control and Prevention (CDC)
<https://www.cdc.gov/parents/essentials/toddlersandpreschoolers/index.html>

Child Development Infoline <https://cdi.211ct.org/>

Overview for Implementation

Before you begin, please consider the following preparations:

If in a preschool/pre-K setting:

1. Will all children participate?
2. Will you implement the activities all at once or split up over time? (Suggested sequence is on page 8)
3. Who will be responsible for implementing the activity book and leading the activities?
 - a. If multiple staff are implementing the activities, how will planning tasks be split up?
4. Consider how you might modify the activities as needed based on the ages and learning needs of children in your class.

If in a home visiting setting:

1. Consider how to navigate participation within various family circumstances, such as:
 - a. Are there multiple children present during visits (e.g., siblings)?
 - b. What are the cultural considerations of the family related to mental health practices?
2. Will you implement the activities all at once or split up over time? (Suggested sequence is on page 8)
3. How will you include caregivers in the implementation and encourage them to continue using the skills and information in between your visits?

Materials

Preschool staff:

- Ensure you have enough activity books for each child plus the teacher/classroom
- Optional: Order a Gizmo plushy (or you may use other plush toys or a picture of Gizmo instead)
- Review existing school policies related to social-emotional skills, mental health, and behavior
- Review existing practices, programs, or state education standards you already use in your classroom related to social-emotional skills, mental health, behavior, and well-being
 - If possible, use existing language and activities that you and your students are already familiar with in collaboration with the activities in this book
- Print necessary activity materials (described below) and laminate as needed for group activities
- Provide necessary tools:
 - Coloring utensils
 - Scissors and glue (for Dog Bowl Activity in the Appendix on page 26)

Home Visitors:

- Ensure you have enough activity books for each child plus the home visitor
- Optional: Order a Gizmo plushy (or you may use other plush toys or a picture of Gizmo instead)
- Review existing practices, programs, or state education standards that you already use during your visits related to social-emotional skills, mental health, behavior, and well-being
 - If possible, utilize existing language and activities that you and your families are already familiar with in collaboration with the activities in this book
- Print necessary activity materials (described below) and laminate as needed
- Provide necessary tools:
 - Coloring utensils
 - Scissors and glue (for Dog Bowl Activity on page 26)
- See additional suggestions for home visitor activities on page 34

Suggested Implementation Approach

This guide and its materials can be used for:

- 1) Implementation and teaching of the lessons in the story
- 2) Ongoing activities to reinforce the concepts at any time
- 3) Family engagement activities to reinforce concepts and encourage caregivers to help their children apply them at home

The program is designed to be flexible in terms of pacing of delivery. The following is a suggested approach, but you may want to adapt it to your own needs.

Suggested Approach

During each session, **read through the whole story** (pages 6-12 in the activity book) then go back to the specific pages you're focusing on for the lesson (*see suggested sequence below*). Use the discussion prompts and suggested activities in this guide as you see fit or create your own. Feel free to incorporate any language, references, or activities you already do or use that fit with the content.

You can reinforce the material by doing the related activities throughout the year or in later visits to refresh and reinforce the concepts.

There are suggested family engagement assignments (*Gizmo Goes Home*) for each page, which you can use when you teach that lesson, or at any time after. You can use the template on page 36 (available as a word document) and replace the text with the assignment you are using or create your own assignments.

Suggested Sequence

Session	Activity Book Lesson(s)	Topic
Session 1	Page 6	Introduction to Gizmo
Session 2	Pages 7-8	Activities to help us feel better
Session 3	Pages 9-10	Shared activities to try with grownups
Session 4	Page 11	Trusted adults
Session 5	Page 12	Wrap up and Gizmo cutout

Story Read-along Guide

Activity Book page 6: Introduction to Gizmo

Hi! I'm Gizmo.

I'm a therapy dog – that means I visit people in schools and other places to comfort them when they are feeling sad, mad, or worried. We all feel sad, mad, or worried sometimes. Kids who feel sad might feel heavy inside and want to cry. If they're feeling mad, kids might feel hot or tight inside and want to yell or hit. When they're feeling worried, kids might feel jiggly inside and want to run away and hide. I can tell how someone else is feeling by seeing what their face and body are doing. How do you know how someone is feeling?

Instructions: Read through the page - introduce each of the emotions described and provide a short example about each one to help children understand each concept. **Additional ideas:**

- Discussion about dogs, therapy dogs, or other pets – does anyone have a dog?
- Gizmo helps people with their feelings. Grownups usually help young kids like you with their feelings. Sometimes teachers, parents, or other grownups in your life might help you, like Gizmo helps. Are there things that your grownups do that help you when you're feeling sad, mad, or worried?
- Discussion (e.g., has anyone felt [emotion] before? Why did you feel that way? What did it feel like in your body?)
- Have the kids describe the emotions, act out the emotion, or do facial expressions to match each emotion

Potential Activities:

- Can do emotion faces activity on page 15 or 16 in the Activity Book (you may want to save one for them to do at home)
- Can use the emotion faces cards from the appendix page 30
 - Pick an emotion face card and have everyone act out the feeling
 - Pick an emotion face card and have child/ren guess the feeling
 - Have the teacher/home visitor act out a feeling and have the child/ren pick which card matches the feeling
 - When reading stories to the child/ren, ask child/ren to pick the emotion face card that matches what a character is feeling
 - Keep the emotion face cards on a ring in the classroom or in the child's home for children to use to identify their feelings

- Post the emotion face cards on the wall and have the child/ren point the card matching their feelings when they arrive or the home visit begins

Gizmo Goes Home Suggestions:

- PRE-K: "As a therapy dog, Gizmo needs to know how people are feeling. We often show our feelings on our faces. **Practice making different feeling faces with one of your grown-ups in the mirror or with a camera. Ask your grown-up to share a picture of your family making a feeling face together. See if everyone can guess what the feeling is on Monday!**"
- HOME VISITOR: "As a therapy dog, Gizmo needs to know how people are feeling. We often show our feelings on our faces. **Practice making different feeling faces with one of your grown-ups in the mirror or with a camera. Ask your grown-up to share a picture of your family making a feeling face together and we can talk about it during our next visit!**"

Activity Book page 7: Activities can help us feel better

Therapy dogs like me have to be friendly and calm so we can help people feel better. You know how you have to take care of your body to keep it healthy? Well, to stay calm and friendly and do my job, I have to take care of my own feelings by making sure I do things that make me feel good each day. I like to play with toys, snuggle with my family, and go for walks. When I'm feeling sad, mad, or worried, I do something that I like to help me feel better.



Today I'm feeling mad because my favorite toy broke. I know it's ok to feel mad sometimes, but I feel better when I'm calm. Are there activities you can put in my dog bowl that will help me when I'm feeling mad?



Instructions: Read the page and emphasize that taking care of our feelings is just as important as taking care of our bodies. Next, discuss activities kids like to do. Make sure the activities discussed here are mostly activities they can do alone (the next few pages will talk about activities you can do with friends or grown-ups!)

Potential Activities: There are two variations of the activity that accompanies this page:

- Version 1 (Activity Book page 17): Help children circle activities that Gizmo could try or activities that the child/ren like to do
- Version 2 (Appendix page 26): Child/ren can cut out the activities they like and paste into the dog bowl

Additional activities related to taking care of feelings:

- Do a simplified form of bingo to identify all the activities until everyone's cards are filled (see materials in Appendix on pages 23-25)
 - *Home visitors can do this activity with child, caregiver, and other family members*
- Use the cards on pages 28-29 to have child/ren identify which activities they like to do

- Use the cards on pages 28-29 to talk about different activities, have a discussion about other activities child/ren like to do

Gizmo Goes Home Suggestions:

- PRE-K: "Gizmo knows that there are activities he can do on his own that help take care of his feelings. **This weekend, ask your grown-up to take a picture of you doing an activity you enjoy by yourself and have them share it with your teacher. Come back and share with the class on Monday!**"
- HOME VISITOR: "Gizmo knows that there are activities he can do on his own that help take care of his feelings. **This week, ask your grown-up to take a picture of you doing an activity you enjoy by yourself and we will talk about it at our next visit!**"

Activity Book page 8: Breathing exercises

A lot of the time I play, color, or dance to take care of my feelings. I also learned that if I try to be still and pay attention to my breath, that helps me feel calm. I pretend I'm smelling a flower and breathe in through my nose, then pretend I'm blowing bubbles by breathing out through my mouth. Can you practice with me?

Instructions: Read the page and have the child/ren practice the breathing exercise. Instruct child/ren to breathe in deeply through their nose like they are smelling flowers and then breathe out slowly through their mouth like they are blowing bubbles.

Tip: If you already use another example for a breathing exercise (such as a cup of hot cocoa or balloon breathing) feel free to use that here!

Gizmo Goes Home Suggestions:

- PRE-K: "Gizmo knows when he's having trouble with his feelings, taking some deep breaths can help him feel calm. Practice the smelling a flower and blowing bubbles breathing exercise from page 8 of your Gizmo book, or the finger breathing exercise from page 19 with one of your grown-ups. Talk with your grown up about whether they do anything else to help them feel calm, then come back and share with the class on Monday!"
- HOME VISITOR: "Gizmo knows when he's having trouble with his feelings, taking some deep breaths can help him feel calm. Practice the smelling a flower and blowing bubbles breathing exercise from page 8 of your Gizmo book, or the finger breathing exercise from page 19 with one of your grown-ups. Talk with your grown up about whether they do anything else to help them feel calm, then we can talk about it at our next visit!"

Activity Book page 9: Activities with others

Thanks for helping me think of what to do. Doing something by myself helped, but I'm still feeling a bit mad. When doing something by myself doesn't help enough, I try doing something with a friend or someone in my family. Playing with my friends outside, getting hugs from my family, and reading a book with someone special are my favorite things to do with other people, but I also like playing games, playing catch, and playing pretend together. What can I do with someone else that might help me when I'm feeling mad?

Instructions: Read the page and help the child/ren come up with ideas that Gizmo could try with his friends or family members. Ideas:

- Discussion: What do you like to do with your friends/family?

Potential Activities:

- Use the cards on Appendix pages 28-29 to identify independent vs shared activities
- Use cards on Appendix pages 28-29 to play a version of charades, having children act out the activities as you draw the cards one at a time

Gizmo Goes Home Suggestions:

- PRE-K: "Gizmo knows when he's having trouble with his feelings it can help to spend time doing something with other people. Are there special things that your family likes to do together? **Talk with your grownups to think about special things that you like to do together and come back and share with the class on Monday!**"
- HOME VISITOR: "Gizmo knows when he's having trouble with his feelings it can help to spend time doing something with other people. Are there special things that your family likes to do together? **Talk with your grownups to think about special things that you like to do together and we can talk about it at our next visit!**"

Activity Book page 10: When to get extra help from a grown-up

Doing something fun with someone else helped, but my mad feeling is still bothering me. Sometimes when I'm mad, I bark at my friends even when I don't want to. I just can't stop myself, I'm too mad! When my body is hurting and doesn't feel better quickly, I ask one of my grown-ups for help. I can do the same when my feelings and actions are bothering me and don't feel better when I try on my own.



That's when I find one of my grown-ups who cares about me, makes me feel safe, listens to me, spends time with me, and helps me – those are my trusted adults.

For me, my parents, my soccer coach, and my teacher are my trusted adults.

Who are your trusted adults?



Instructions: Read the page about when to seek out extra help. Sometimes our feelings can be difficult to handle or have not gotten better when we try to feel better, this is when children should make sure they have someone (a parent, older sibling, teacher) who they trust that they can talk to if they are bothered by their feelings or actions.

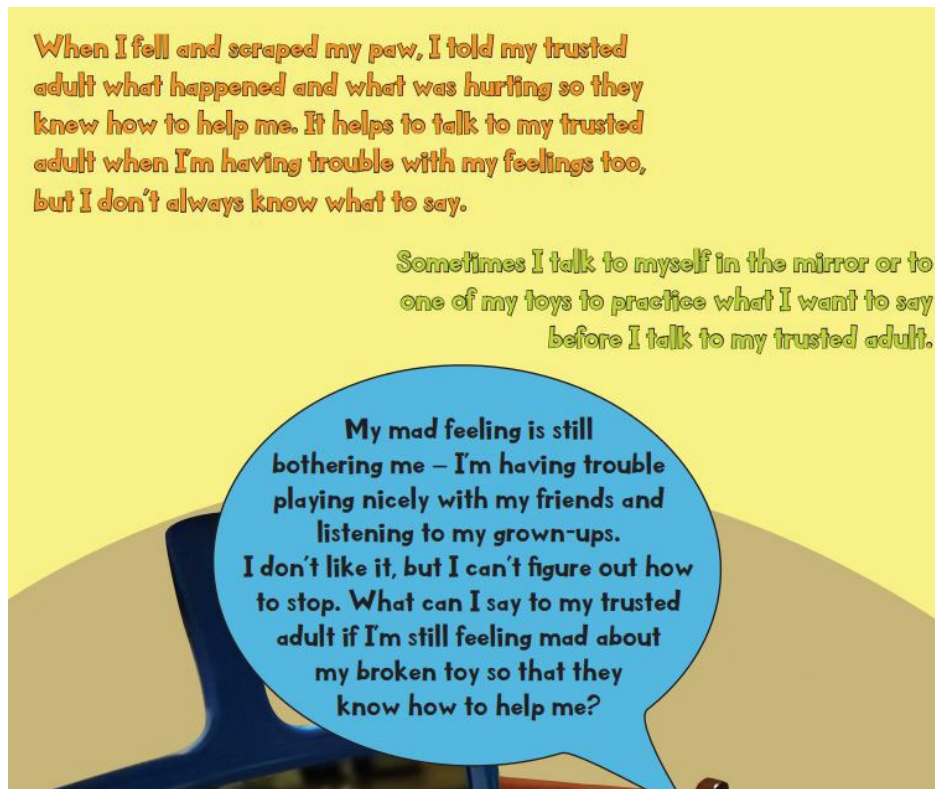
Potential Activities:

- Have a discussion about who children's trusted adults are. Emphasize that it's great to have trusted adults in your family, and also important to think of trusted adults outside of the family. *This can be protective if a child is not safe with family members so they have an adult outside of their family they can talk to who can help them.*
- Create a visual representation of their trusted adult(s). On Appendix page 31, children can draw or paste a picture of themselves in the center circle and their trusted adult(s) around them.
- Appendix page 32-33 has a cutout of a letter kids can decorate and give to their trusted adult(s). As they're coloring, lead a discussion about how you know if an adult cares about you, makes you feel safe, listens to you, spends time with you, and helps you. You can also provide a blank copy to each child for them to complete with one of their grownups at home (see the Gizmo Goes Home suggestion below)

Gizmo Goes Home Suggestions:

- PRE-K AND HOME VISITOR: "Gizmo knows it's helpful to have trusted adults who you can talk to if you have trouble with your feelings. **Talk with your grownups to think about what trusted adults you might have outside of your household and inside of your household. You wrote a note to a trusted adult in school/during our visit - now write or have your grownup help you write and decorate a note for another trusted adult and have your grownup help you send it to them. They can send it in the mail or take a picture of it and send it with their phone!**

Activity Book page 11: Talking to a trusted adult about feelings



Instructions: Read the page about Gizmo wanting some extra help from his trusted adult. Emphasize that you would go to an adult if you are hurt physically and should do the same if your feelings are bothering you.

Potential Activities to help Gizmo talk to his trusted adult can include:

- Discussion about the things a trusted adult might do to help you if you go to them when you're hurt physically or have trouble with your feelings
- Discussion about what you can say to your trusted adult if you need help
- Practice talking to a stuffed animal or picture of Gizmo (Activity Book page 13)
- Role-play with the teacher acting out a child who is distressed that they feel sad, mad, or worried and nothing they've tried has helped. Ask the kids for suggestions for what the teacher can say to a trusted adult to ask for help.
- Have the children role-play the child and trusted adults talking using toys
- Practice talking in a mirror (or front facing camera on phone/tablet)

Gizmo Goes Home Suggestions:

- **PRE-K AND HOME VISITOR:** "Gizmo knows it's helpful to have trusted adults who you can talk to if you have trouble with your feelings. **Ask one of your grownups to do one of the activities on page 5 of your Gizmo book with you. For example, you could read a book that has someone who feels sad, mad, or worried in it and talk about what they could say to a trusted adult to ask for help!"**

Activity Book page 12: Wrap-up



Instructions: Read the page.

Potential Activities:

- Have kids color in the picture of Gizmo on Activity Book page 13 (also available in the Appendix on page 35). If resources are available, laminate the picture of Gizmo for kids to take home or put somewhere special in the classroom as a visual reminder of the Gizmo skills.
- Review what Gizmo does to take care of his feelings before or during the activity (e.g. noticing feelings (faces, actions, how it feels in your body), activities alone, activities with others, talking to a trusted adult)

Gizmo Goes Home Suggestions:

- PRE-K: “Gizmo wants you to remember that if your feelings are bothering you, try doing something you like, taking a breath, playing with a friend, or asking a trusted adult for help. Put your picture of Gizmo in a special spot at home where he can remind you how to take care of your feelings. You can even talk to him about your feelings! **Have your grownup take a picture of you with your Gizmo picture at home and send it to your teacher. Then share with the class on Monday!**”
- HOME VISITOR: “Gizmo wants you to remember that if your feelings are bothering you, try doing something you like, taking a breath, playing with a friend, or asking a trusted adult for help. Put your picture of Gizmo in a special spot at home where he can remind you how to take care of your feelings. You can even talk to him about your feelings! **Have your grownup take a picture of you with your Gizmo picture at home before our next session!**”

Note: The remaining pages of the activity book are for children to do independently and with their caregivers. There are no additional guided activities in the activity book after this point. For a list of optional extra activities see the appendix in this implementation guide starting on page 21!

APPENDIX

- **Letter for Caregivers** – (also available as editable word document)
- **Bingo Cards** (3 cards – use activity cards from activity card grid for calling out activities)
- **Dog Bowl Cutout Activity** (recommended for Activity Book page 7)
- **Ideas for Using Activity and Feeling Faces Cards**
- **Activity Cards**
- **Feeling Faces Cards**
- **Me and My Trusted Adults Activity** (also available as editable word document)
- **Trusted adult card**
- **Suggestions for Home Visitor Activities**
- **Gizmo Coloring Page**
- **Gizmo Goes Home send-home assignment handouts** (also available as editable word document)



Letter Template to Parents/Caregivers

<<Insert Date>>

Dear Parent/Guardian:

We are pleased to share with you that <<__school/site/program and/or __class/group>> has obtained the *Gizmo's Pawesome Guide to Mental Health*© *Early Childhood Introduction* to be implemented in our <<school/site/grades/program>>.

Gizmo's Pawesome Guide to Mental Health was developed to introduce mental health and wellness knowledge and skills to school-aged youth with the hope that they may keep and apply what they learn for a lifetime to help them stay healthy and safe. This early childhood adaptation of the original Gizmo curriculum aims to help young children understand their emotions, learn activities they can use to support their own well-being, and how to identify and talk with trusted adults if they are struggling. The intended knowledge and skills gain includes:

1. Knowledge of basic emotions and how to identify them;
2. Daily activities that support mental wellness;
3. How to identify and connect with trusted adults; and
4. Resources to share with trusted adults.

The activities strive to help young children, their trusted adults, and the settings in which they live support their mental health and create a greater sense of individual and community connectedness.


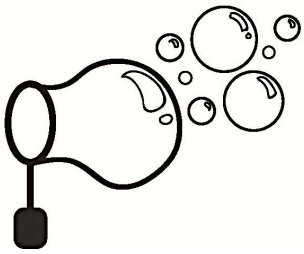



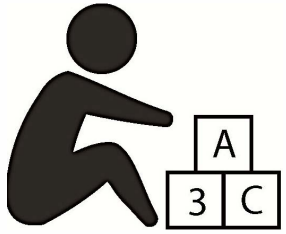


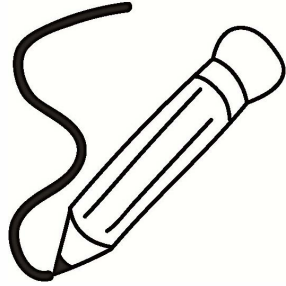
We look forward to introducing you and your child to this wonderful new resource and encourage you to connect with us if you have any questions. Please contact - ____<<name; email; phone>>. You may visit <https://www.gizmo4mentalhealth.org/> to view the Guide, get information about the curriculum, and find resources for adults and children's mental health.

Sincerely,

____<<Your name >>

Things you can do
to take care of your -

FEELINGS, THOUGHTS, AND ACTIONS

 <p>Dance</p>	 <p>Blow Bubbles</p>	 <p>Kick a Ball</p>
 <p>Breathe Slowly</p>		 <p>Play with Toys</p>
 <p>Hug</p>	 <p>Sing</p>	 <p>Color</p>

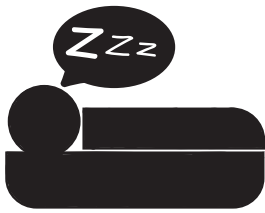
Things you can do
to take care of your -

FEELINGS, THOUGHTS, AND ACTIONS

 <p>Sing</p>	 <p>Read</p>	 <p>Play Outside</p>
 <p>Paint</p>		 <p>Take a Nap</p>
 <p>Play with Clay</p>	 <p>Dance</p>	 <p>Play Dress Up</p>

Things you can do
to take care of your -

FEELINGS, THOUGHTS, AND ACTIONS



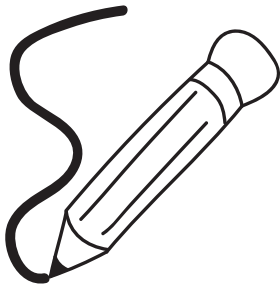
Take a Nap



Listen to Music



Play Outside



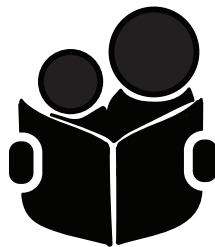
Color



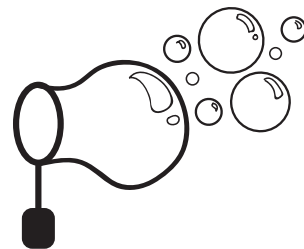
Breathe Slowly



Play Games



Read



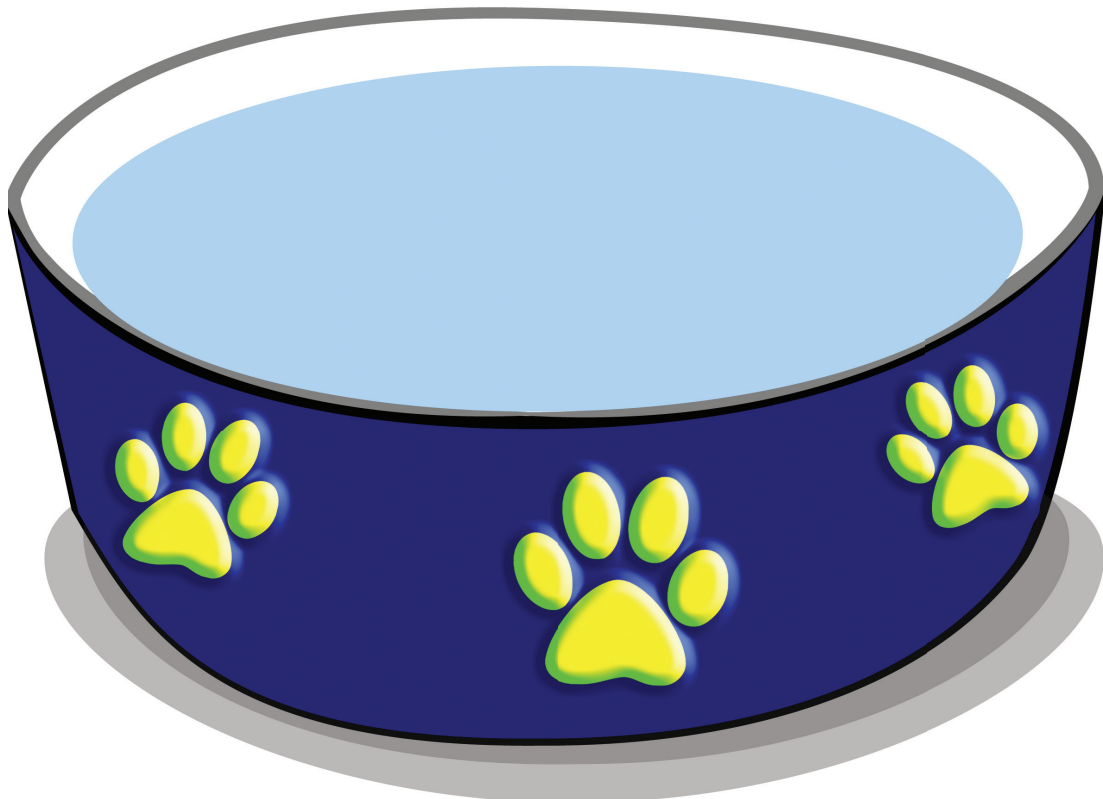
Blow Bubbles

Things I can do to take care of my – FEELINGS, THOUGHTS, AND ACTIONS

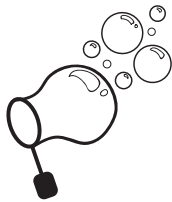


Today I'm feeling mad because my favorite toy broke. I know it's ok to feel mad sometimes, but I feel better when I'm calm. Are there activities you put in my dog bowl that will help me when I'm feeling mad?

Cut out the pictures of the activities you think will help me and tape or glue them into my dog bowl.



Kick a Ball



Blow Bubbles



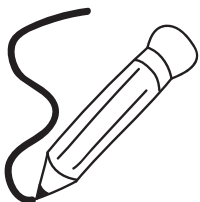
Hug a
Stuffed Animal



Read



Breathe Slowly



Draw



Play Outside



Paint



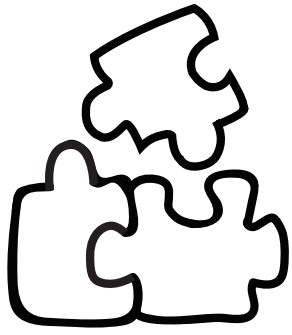
Dance



Sing

Optional ideas and variations using the activity and feeling cards (pages 28-30):

- Matching Game
- Pull the activity out of a hat/charades
- Active and still activities freeze dance game
- Use cards as a 'menu' of options for children to choose from when feeling mad, sad or worried
- Incorporate the cards into any existing games or activities you already use
- Match a feeling face card with an activity that might help with that feeling



Do a Puzzle



Paint



Breathe Slowly



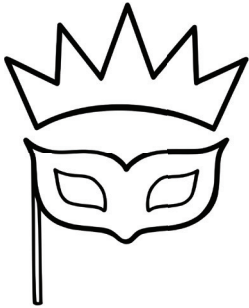
Play an Instrument



Play Games



Laugh



Play Dress-Up



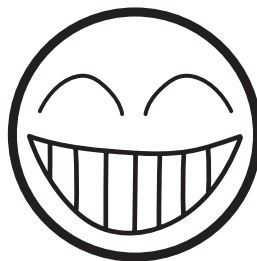
Play with Clay



Hug



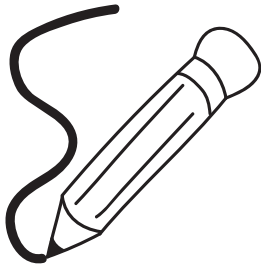
Dance



Smile



Sing



Draw



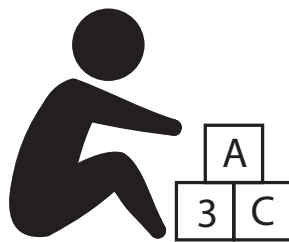
Move



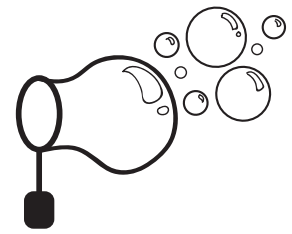
Play Outside



Take a Nap



Play with Toys



Blow Bubbles



Listen to Music



Kick a Ball



Read



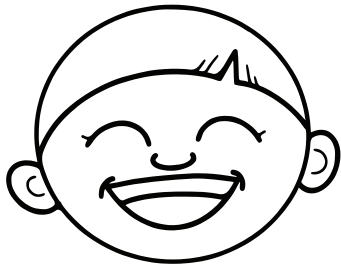
Jump



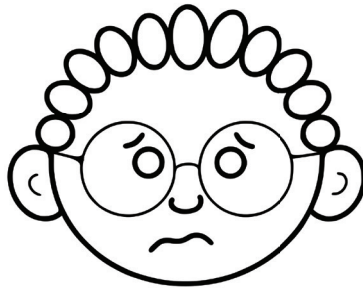
Wiggle



Do Yoga



Happy



Worried



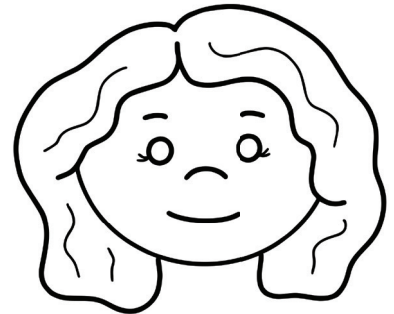
Sad



Worried



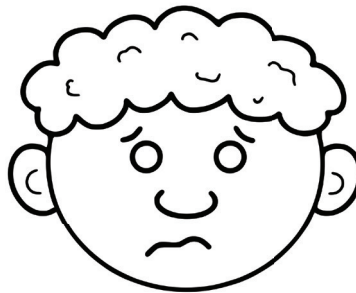
Mad



Calm



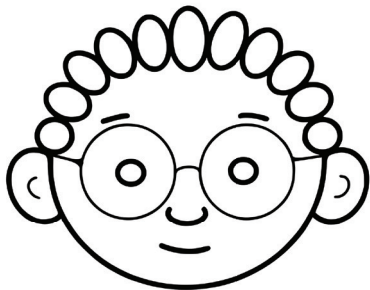
Happy



Worried



Sad



Calm



Mad

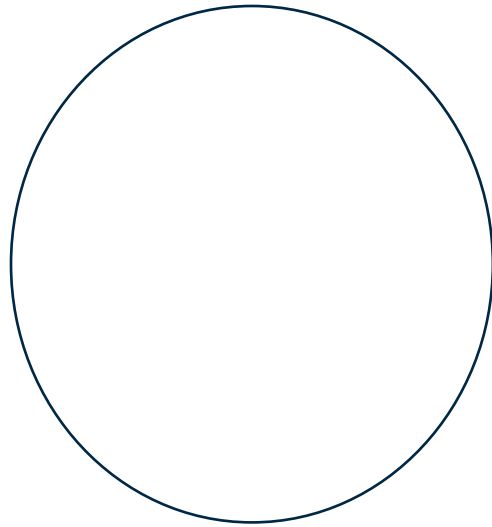


Sad

❁ ❁ ❁ ❁ Me and My Trusted Adults ❁ ❁ ❁ ❁

My trusted adults care about me, make me feel safe, listen to me, spend time with me, and help me.

Write your name or paste a picture of you in the big circle. Write the names, draw, or paste pictures of your trusted adults around the outside of the circle. You can add people at any time as more trusted adults become part of your life!



RESOURCES FOR TRUSTED ADULTS

If you have been identified as a trusted adult and would like more information...

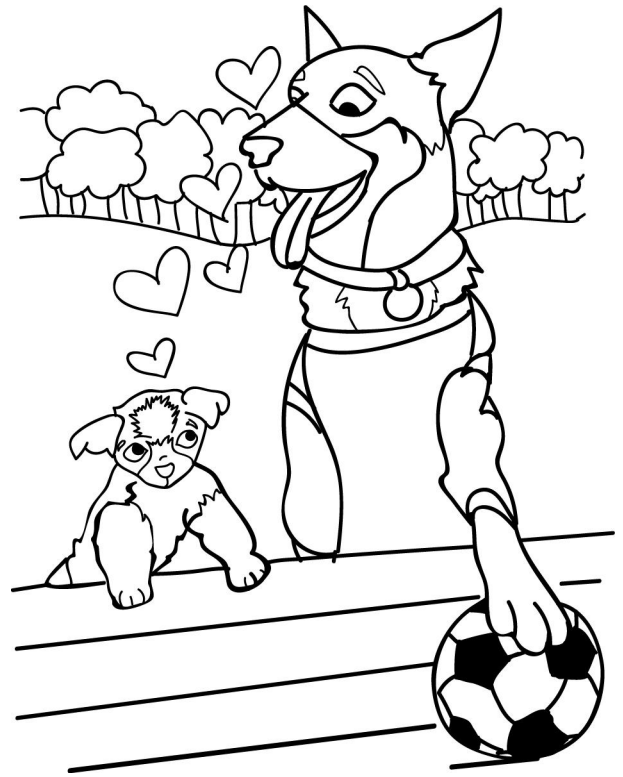
- www.211ct.org
- www.gizmo4mentalhealth.org
- www.kidsmentalhealthinfo.com

In a crisis contact:

- Mobile Crisis Intervention Services for Youth: Call 2-1-1
- Crisis Line: 1-800-273-8255 (TALK) or in CT Call 2-1-1
- Crisis Text Line: Text your message to 741741

In an emergency call 9-1-1

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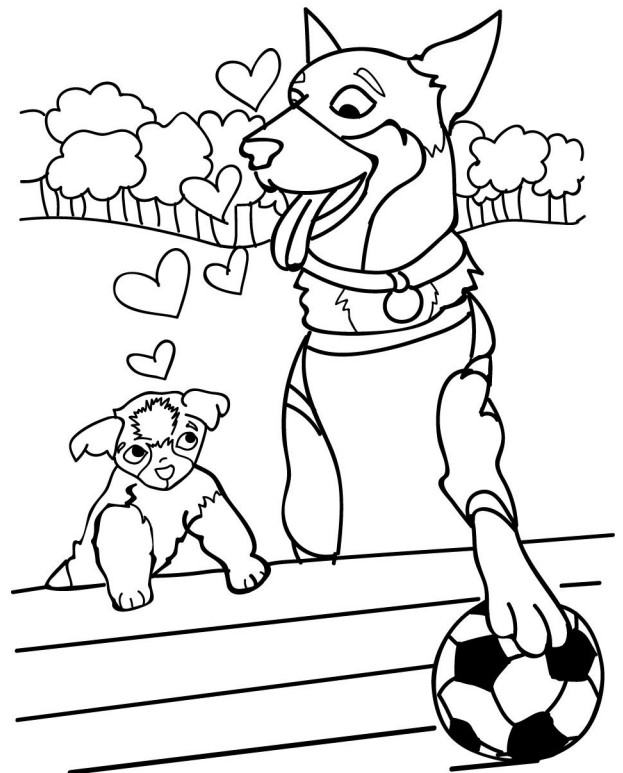
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A Trusted Adult is someone Who

- Helps YOU
- Makes YOU feel safe
- Is patient with YOU
- Listens to YOU
- Cares about YOU
- Spends time with YOU

Dear _____



I am giving you this card
because you are my trusted
adult. This means that I will
come to you when I need to
talk about my feelings,
thoughts and actions.



A Trusted Adult is someone Who

- Helps YOU
- Makes YOU feel safe
- Is patient with YOU
- Listens to YOU
- Cares about YOU
- Spends time with YOU

Dear _____



I am giving you this card
because you are my trusted
adult. This means that I will
come to you when I need to
talk about my feelings,
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At-home Activities Materials:

Some “Gizmo Goes Home” send-home activities are suggested in the guide for each page and a printout template is in the appendix on pages 36-37. Feel free to use the suggested assignments or use the templates (available in the template word document) to create your own!

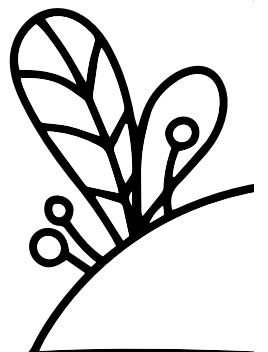
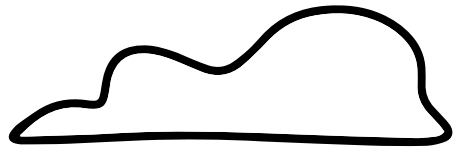
Home visitor additional materials examples:

- Option to create a handout with the activities on it: “at each home visit we’ll do something to take care of your feelings”
- You could create a feelings faces/feelings thermometer to hang in the home that the child and other family members can use to indicate their mood each day
- If resources are available, you could create a “Gizmo bag” for families with the activities/feelings cards from pages 28-30, calming activities (e.g., playdoh), or other resources children might need in order to feel better when feeling mad, sad, or worried
- Work with the family to identify or create a “cozy space”, “Quiet corner” or “body break space” for the child in the home where they can go when they need to self-regulate. This could be a corner with cushions, a spot under a table, etc.

Refrigerator Artist -

Color Gizmo and cut him out! Put him where you can see him everyday!

GIZMO



GIZMO



🐾 🐾 🐾 🐾 Gizmo Goes Home! 🐾 🐾 🐾 🐾

Gizmo knows when he's having trouble with his feelings it can help do spend time doing something with other people. Are there special things that your family likes to do together? **Talk with your grownups to think about special things that you like to do together and come back and share with the class on Monday!**

GIZMO



🐾 🐾 🐾 🐾 Gizmo Goes Home! 🐾 🐾 🐾 🐾

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GIZMO



🐾 🐾 🐾 🐾 Gizmo Goes Home! 🐾 🐾 🐾 🐾

Taking a walk with his grownups and noticing 3 pretty or interesting things on his walk helps Gizmo feel calm. **Take a walk with your grownups, talk about what is pretty or interesting on your walk, and come back and share with the class on Monday!**

GIZMO



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