

SESAME WORKSHOP™

# Welcome Sesame

**Watch, Play, Learn**

**Early Learning Videos for  
Ukrainian children aged 2 to 6**



 **Educator's Toolkit**

[sesameworkshop.org](http://sesameworkshop.org)





# Welcome Sesame

## Introduction

*Welcome Sesame* is a new initiative from Sesame Workshop, the non-profit organization behind Sesame Street, to support the holistic development of children between the ages of 2-8 years old affected by crisis-related displacement around the globe.

*Welcome Sesame Ukraine* aims to deliver critical early learning opportunities to children and caregivers affected by the War on Ukraine. The program can be used as an individual educational program or to supplement an existing one.

As its core element, the *Welcome Sesame Ukraine* program includes *Watch, Play, Learn*, a series of 140 five-minute animated videos (cartoons), which are designed to scaffold learning and deliver skills across four curriculum blocks:

-  Mathematics
-  Social Emotional Learning (SEL)
-  Science
-  Health and Safety

These blocks are a product of a guided process under the direction of subject matter experts and a global review committee, as well as a team of participating international non-governmental organizations, to ensure quality and relevance to local contexts. These strands also align with the Sesame Street Framework for School Readiness, Sesame Workshop’s overarching educational framework. Requirements of the pre-school education national standard of Ukraine’s Ministry of Education and Science were also taken into account when developing the *Welcome Sesame Ukraine* program.

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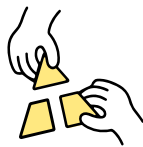
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## What this toolkit offers

The activities within this toolkit are grounded in 140 educational cartoons for Ukrainian children aged 2 to 8. The *Watch, Play, Learn* videos are situated in the imagination of a child and are told from the perspective of 2 to 8-year-old children. The episodes present concepts in a way that relate to the everyday realities of children in this age group. The Muppet characters have different personalities and unique characteristics which allow children to see themselves within the storylines.

This toolkit is designed to provide curricular guidelines and instructions on how to use the Watch, Play, Learn videos with children. It includes activities suitable for interactive classes at school, at home or in any other safe place. This resource can be used not only by teachers, but also by parents interested in their child's development and study.

## What is a play-based pedagogy?



### Play

Play is a natural and powerful method of teaching and bringing up children. This program is grounded in play-based principles that combine a teaching process with playful learning.



### Games

Games are the principal activity of preschool age children. Quite often adults may think that, when children play, they are doing nothing and wasting their time. "They don't learn when they play!" adults may say. But the truth is: when children play, they learn. Children imitate sounds and comprehend what they have seen, manipulate objects, or depict the world as they see it.

*Sesame Street* educational videos use children's natural proclivity towards play to teach and develop positive motivation for learning using visual prompts, songs, and communication in different sociocultural situations.



### Five principles of play-based pedagogy<sup>1</sup>

1. **Joyful:** Playful learning is fun; children find pleasure, enjoyment, motivation, or thrill in an activity
2. **Meaningful:** During play, new information connects and builds on to existing knowledge or familiar experiences
3. **Actively Engaging:** Playful learning engages mind and body to enable persistence through distractions
4. **Socially Interactive:** Play promotes understanding of a situation or another person's feelings and requires cooperation and communication with other children and adults
5. **Iterative:** Play includes repeated actions that help learning by trial and error. It is important to teach children that a mistake is not a failure, it is an integral part of development. It is normal to make mistakes while learning; it is important to analyze them and know the ways to correct them

In order for the educational goals of the lesson to be achieved, each learning activity must include these five elements.

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<sup>1</sup> Adapted from "What we mean by: Learning through play." Version 1.2 The LEGO Foundation. June 2017. <https://cms.learningthroughplay.com/media/vd5fiurk/what-we-mean-by-learning-through-play.pdf>

## How children learn

From an early age, the best way for children to learn and develop skills is by watching, listening, or touching.



### Vision

Children can memorize information by seeing it in pictures, text or video.



### Hearing

Children also understand information by hearing songs, stories and the teacher's instructions (*Sit down, please! Read, please! Excuse me, repeat, please!*) frequently in class.



### Touch

Children learn when they engage their bodies. That's why drawing, working with Plasticine or sand, playing with different objects, playing pretend and writing are often their favorite activities.

An important factor impacting children's learning is **motivation** – in order to succeed or achieve results, they need a positive atmosphere in class, the encouragement of adults, praise and the knowledge that the adults trust in their abilities.



# EVERYBODY is important in class!

All children study in their own way. Like the characters in our educational videos, children have different dispositions, interests, abilities, and powers that affect their learning process. That is why planning lessons requires considering the specific behavior and physical abilities of each child and the creation of conditions where everyone can participate in the educational process. It is important to remember:



## Children with special needs

- Children with physical or cognitive disabilities should not be separated from other children in the educational process. It is better to integrate such children into the group.
- Create a learning space without physical barriers, where every child can listen to audio and watch videos without any problems.
- Keep an eye on the physical and emotional atmosphere in the group to avoid physical damage or emotional stress/trauma.
- Don't avoid talking about the individualities of children. Speak about differences, emphasizing that **being different is normal**. Everyone has individualities, but we are all here because we want to learn and make friends.

Be prepared to change what you have planned for the lesson if you see it doesn't work. Together with the children, find an activity that will help them learn the subject better.



## Create a feeling of togetherness

- Remind children that they are together in a group to learn, and everyone is a unique and important element of the educational process.
- Let children know that you are ready to listen to them, during and after the lesson. Show interest in their conversations.
- Do not attract the children's attention to one misbehaving child. Comment on improper behavior without disrespect. Try to speak with the "offender" face to face.



## Rules and expectations

- Introduce communication rules in the group, for example: if you want to say something, please raise your hand, don't interrupt, use polite words and respect others' opinions. Discuss these rules with the children and agree upon them together.
- Children are curious by nature – they ask many questions about things they already know or don't know. Support their curiosity. Answer their questions, if you know the answer. If you don't know, admit this and suggest finding the answer together.



## Size of groups

- Children can learn in small and large groups. Working in small groups is associated with more individual time with the teacher and more active collaboration with other children. Working in large groups helps children learn from their groupmates or watch their teacher or another adult's behavior in different situations.
- It is better to divide large groups of children into several groups and offer each subgroup one activity: Group A will be reading; Group B will be writing; Group C will be drawing/doing craftwork; Group D will be having a conversation with you. All activities in subgroups must have a common topic. This way you will show the children different approaches to learning and working together. Once the subgroups are done with their work, ask them to proceed with another activity. Children aged 2 to 4 will need someone to help them, such as one of their parents who can help as the teacher instructs.
- In the case of a large group of children of different ages, make separate groups of older and younger children. Assign tasks to the groups according to their age, but focused on one topic. Ask older children to help younger children. Explain to the older children clearly how they can help.
- In smaller groups, let children perform a task in pairs. Ask both children to work one after another and complete the work together.

## ☀️ Everyday exercises and repetitions

- Repeated and expected behavior by the teacher helps children not only feel confident and understand everyday processes in the group, but also adopt conversational skills and learn how to work in a team.

## ☀️ Positive encouragement

- Praise children for the efforts they make as well as their hard work or positive attitude towards others. Use not only praise like, "Well done!," but also explain why you are praising the child.
- In addition to words of praise, applaud or use other methods to praise the children for their efforts, good job or positive attitude towards others. Tangible praise can look like receiving stickers, badges, stamps or other small prizes.
- Praise a child in front of other children. Avoid talking about the bad behavior of one child in front of the other children.
- Don't compare one child's progress with other children's progress. Every child has his/her own learning and development speed. Emphasize how important it is to make effort and be persistent while learning. Focus children's attention on their personal progress and encourage them to improve themselves.





## Structure of the Toolkit

This toolkit was prepared as a companion resource for educators, teachers or parents who use the *Watch, Play, Learn* Videos in the classroom or at home. The toolkit include five components and explain how to use the educational videos correctly and effectively. *It is not enough just to watch the videos with children.*

Toolkit components	
<b>Getting to know <i>Watch, Play, Learn</i></b>	<ul style="list-style-type: none"><li>• Program description</li><li>• Target audience</li><li>• Program components</li><li>• How to work with the program</li></ul>
<b>Teaching Guide</b>	The teaching guide facilitates classroom planning by presenting ways teachers can plan what to do before, during, and after showing students the video.
<b>Learning Activities</b>	Learning Activities offer exercises and other work with children before, during and after watching videos. Each activity describes a Curriculum Block and purpose in addition to a list of required materials with a description of activities.
<b>Video Catalogue</b>	The video catalogue was organized by the fields of study. Each video has an episode number and a activity code matching the chosen curriculum block along with a brief description of the episode.
<b>Characters</b>	Sesame Muppets and their interesting dispositions resemble children in a group. It is easier to talk about feelings, analyze your own behavior or understand how other people feel or behave based on the characters' behavior and emotions.

## Activity Guide

The activities within this toolkit are best used as additional teaching and learning resource after viewing the corresponding videos. However, each exercise can be performed as a stand-alone lesson, without watching the videos.

To work effectively with these guidelines, you should choose the curriculum block and a topic. Each subject offers 2-4 subject-related videos. Using all suggested videos is optional. Choose one episode that will be the best for you and the children. If you are not familiar with the program of videos, you can find brief descriptions of the episodes in the Catalogue at the end of the toolkit. Each episode has a learning activity code below (example: "MAT-01") ; the activity code is the same for all episodes with the same topic.

Prepare all the required materials for the planned activities in advance, if possible.



# Mathematics Learning Activities

## Circle/Sphere; Square/Cube

Find a hidden object		MAT-01*
<b>Episode (circle)</b>	2 – <u>Do Circles Make Good Wheels?</u> 31 – <u>Circle the Hoop!</u> 32 – <u>Meet the circles!</u>	
<b>Episode (square)</b>	7 – <u>My Cousins are Squares!</u> 35 – <u>Color Square!</u> 36 – <u>It's Hip to be Square!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Circle/sphere; square/cube	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• Children can name, describe and recognize figures and objects.</li><li>• Children can determine, describe and recognize size, weight of figures and objects.</li></ul>	
<b>Required materials</b>	Different objects such as: ball, small box, tea bag, plate, apple, pen; fabric to cover the objects or opaque bag to put them inside.	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to summarize what the video they watched was about. Ask them what the characters were doing. What new figures did they learn? Discuss how many sides different figures have.</li><li>2. Ask the children to look around their playroom and find figures from the video. Let each child name them. Ask them how they know what shape the object is.</li><li>3. Play a quiz game with objects children can't see:<ol style="list-style-type: none"><li>a. Each child may touch the object under a tablecloth or inside a bag.</li><li>b. Ask a child to describe an object he/she touches but doesn't see. What shape does it have? What do they feel when touching it?</li><li>c. Encourage the child to make suggestions/guess what the object could be.</li><li>d. Take out the object and check if the child guessed correctly.</li><li>e. Repeat this game with the other children in the group.</li></ol></li></ol>	

\* Activities MAT-01 and MAT-02 can be used to work with any geometric shapes.

## Triangle/Pyramid; Square/Cube

"Pathway" game		MAT-02*
<b>Episode (triangle)</b>	5 – <a href="#">Triangle Training!</a> 21 – <a href="#">Triangle Explorers!</a> 22 – <a href="#">Three Sides to Every Story!</a>	
<b>Episode (square)</b>	7 – <a href="#">My Cousins are Squares!</a> 35 – <a href="#">Color Square!</a> 36 – <a href="#">It's Hip to be Square!</a>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Triangle/Pyramid; Square/Circle	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• Children can name, describe and recognize figures and objects.</li><li>• Children can determine, describe and recognize size and weight of figures and objects.</li></ul>	
<b>Required materials</b>	Triangles/pyramids and other geometric shapes of different sizes made of paper or cardboard; scissors and paper	

**Activities**

1. Ask the children to summarize what the video they watched was about. Ask them what figures the characters' wanted to make.
2. Sum up what the children told you and tell them that *triangles have three sides and three corners; pyramids are formed by connecting three triangles at the top.*
3. Let the children play the "Pathway" game. The children must jump from one place to another under the following conditions:
  - a. Arrange paper figures of different forms on the floor as stones of a curved pathway.
  - b. Explain to children that they can reach the end of the pathway only if they jump on the triangles.
  - c. If a child makes a mistake, ask him/her what figure he/she stepped on and explain why that figure is not a triangle.
  - d. Ask the child to start again.
  - e. If the child makes all the correct steps, thank him/her for their good job and ask them to sit and wait until all the children walk down the pathway.
  - f. After all children have walked down the pathway, give them paper and scissors.
  - g. Let the children make their own shapes for the others to walk on down the pathway.
  - h. Have the children let their friends walk down the pathway they made themselves.

\* Activities MAT-01 and MAT-02 can be used to work with any geometric shapes.

## In Between

Between someone and something		MAT-03
<b>Episode</b>	11 – <u>Painting in Between!</u> 23 – <u>Between Two Trains!</u> 33 – <u>Froggy in Between!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	In Between	
<b>Learning Objectives</b>	Children can explain the position of the objects with respect to each other.	
<b>Required materials</b>	Paper, pencil/colored pencils/markers	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to summarize what the video they watched was about. Ask them what the characters' were doing. What word they didn't know? (<i>between</i>)</li><li>2. Sum up what children told you and explain to them that "<i>between</i>" is <i>when someone or something is in the middle of two other things</i>.</li><li>3. Give different examples of objects "<i>between</i>" other objects:<ol style="list-style-type: none"><li>a. What figure is between 1 and 3?</li><li>b. What is between two slices of bread?</li><li>c. What part of the body is between the eyes?</li></ol></li><li>4. Ask the children to look around in the room and say what is between what.</li><li>5. Ask the children to draw an object between two other objects.</li></ol>	

## Height

My short and tall friends		MAT-04
<b>Episode</b>	4 – <u>How Tall is This Flower?</u> 17 – <u>Height of the Hen House!</u> 26 – <u>How Tall is Your Turtle?</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Height	
<b>Learning Objectives</b>	Children can determine, describe and recognize the size of objects and height of people or animals.	
<b>Required materials</b>	Paper, pencil/colored pencils/markers	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to summarize what the video they watched was about. Ask them what the characters' were doing. What problem did they have? How did they solve it?</li><li>2. Ask the children if they can explain what height is. How do they understand when we need to say "tall" or "short" and when we need to say "high" or small."</li><li>3. Sum up what the children told you and them that we say "<i>tall</i>" or "<i>short</i>" about people and animals, and we say "<i>high</i>" or "<i>small</i>" about objects. Explain that, when we measure objects, we determine how high or small they are. When we measure people or animals we determine how <i>tall</i> or <i>short</i> they are.<ol style="list-style-type: none"><li>a. Divide children into groups (minimum 5 children in a group).*</li><li>b. Ask the children to stand in line according to their height, from the shortest to the tallest.</li><li>c. Approach each group and check whether the children performed the task correctly.</li><li>d. Ask the children in the same groups to find five objects in the room and arrange them in one line according to their height.</li><li>e. Approach each group and check whether the children performed the task correctly.</li></ol></li><li>4. Ask the children to draw members of their families on one piece of paper – from the tallest to the shortest. Ask them to draw five objects on another piece of paper – from the smallest to the highest one. Offer children to describe their drawings.</li></ol>	

\* Children aged 2-3 cannot work without help in groups. Such children can be divided into groups only if one adult is working with the group

## Weight

From the toughest to the easiest

MAT-05

<b>Episode</b>	1 – <u>This Kite is Too Heavy!</u> 14 – <u>What’s Heavier Than a Mango?</u> 20 – <u>Who’s the Heaviest?</u>
<b>Curriculum Block</b>	Mathematics
<b>Subject</b>	Weight (heavy/light)
<b>Learning Objectives</b>	Children can determine, describe and recognize the size and weight of figures and objects.
<b>Required materials</b>	5 plastic caps with different contents and weight (first is empty, second – with water, third – with stones, forth – with coins, fifth – with little balls)
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to summarize what the video they watched was about. Ask them what the characters’ were doing. What problem did they have? How did they solve it?</li><li>2. Ask the children to explain how they understand what weight is.</li><li>3. Sum up what they told you and tell them that <i>weight means that something is heavy or light</i>.</li><li>4. Ask the children to determine how heavy or light each cup is.<ol style="list-style-type: none"><li>a. Put the cups with different objects in line.</li><li>b. Ask the children if they can determine the heaviest and the lightest cup only by looking at them.</li><li>c. Ask one child to put the cups in line from the lightest to the heaviest.</li><li>d. Ask other children if the cups were correctly put in order.</li><li>e. Remove or add something to the cups and ask another child to put the cups in line from the lightest to the heaviest.</li></ol></li></ol>



## Fast/Slow

How quickly we are moving		MAT-06
<b>Episode</b>	6 – <u>Slow Turtle, Fast Banana!</u> 13 – <u>Dancing Fast, Dancing Slow!</u> 18 – <u>The Chickens are Fast Asleep!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Fast/Slow	
<b>Learning Objectives</b>	Children can explain position, location and speed of objects compared to other objects	
<b>Required materials</b>	NA	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them what the characters' were doing. What problem did they have? How did they solve it?</li><li>2. Using a toy car or your hand simulating a car movement, show fast and slow movement.</li><li>3. Tell children they will be using their bodies to demonstrate fast and slow moves.<ol style="list-style-type: none"><li>a. Ask the children to stand up and repeat the moves you have recently told them about. (For instance, <i>Flap your arms fast; blink your eyes slowly</i>).</li><li>b. Now explain to the children that you have new rules of play — they can repeat your moves only when you say "please" (For example, <i>Please stamp your foot</i>). If any child repeats a move but you didn't say "please" — he or she leaves the game.</li><li>c. Continue the game until there will be only few children left or one child wins.</li></ol></li></ol>	

## More/Less

More or less?		MAT-07
<b>Episode</b>	10 – <u>Let's Play More or Less!</u> 15 – <u>More Leaves on the Tree!</u> 27 – <u>More Here, Less There!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	More/Less	
<b>Learning Objectives</b>	Children can explain and compare quantity of objects.	
<b>Required materials</b>	Cubes, pens, buttons, or other small objects; print-outs	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them what the characters' were doing. What problem did they have? How did they solve it?</li><li>2. Put two transparent containers on the table in front of children. Put different small objects from the classroom or at home into the containers: small cubes, buttons, pens or something else; one container must be filled more, while the other – less. Ask the children to show where there is more and where there is less. Ask what they need to do to make less where there is more, and to make more where there is less.</li><li>3. Hand out the print-outs (<i>see Annex 1</i>). Ask the children to circle the objects there are more of on one sheet of paper, and objects there less of on another.</li><li>4. Listen to the children's answers, compare and discuss them.</li></ol>	

## Annex 1

Circle the pictures where there are more objects in the picture.

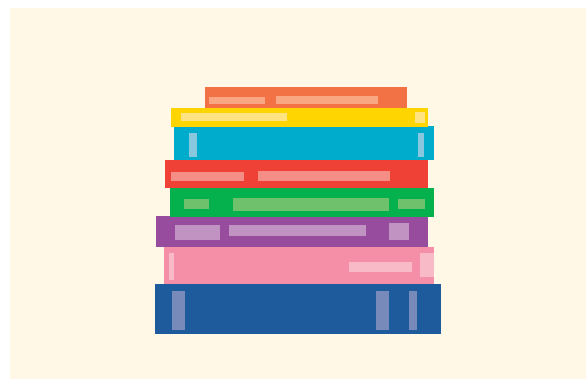
cookies



colored pencils



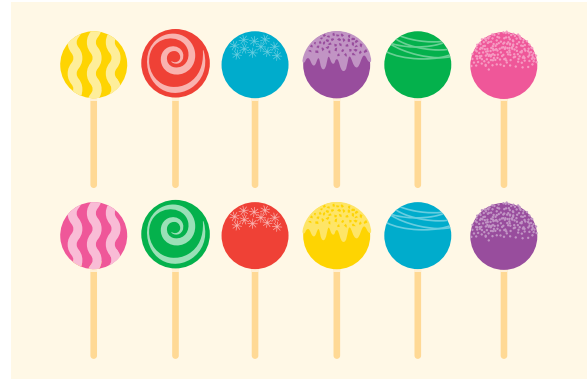
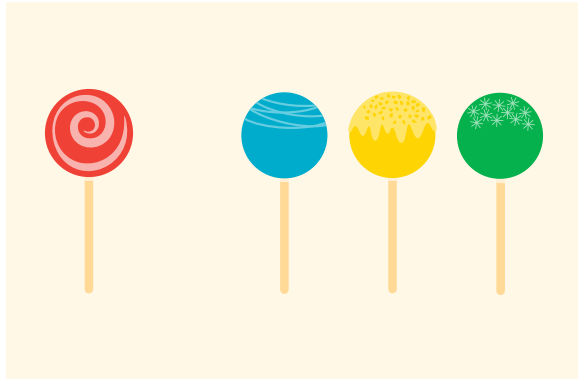
books



## Annex 2

Circle the pictures where there are less of the objects in the picture.

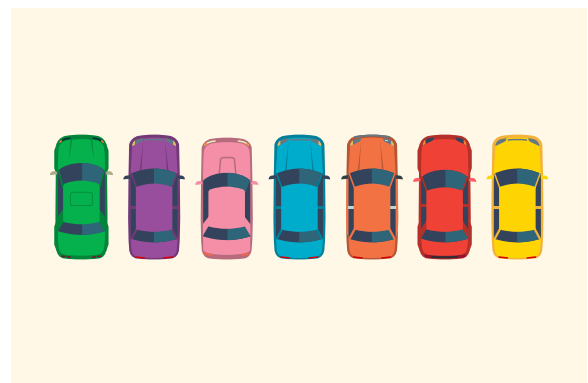
lollipops



stars



cars



## Big/Small

Joyful hunting		MAT-08
<b>Episode</b>	9 – <a href="#">Big Chick, Little Chick!</a> 16 – <a href="#">Big Ears, Small Ears!</a> 19 – <a href="#">How Big is This Bubble?</a> 34 – <a href="#">Big Fish, Small Fish!</a>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Big/Small	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• Children can name, describe and recognize figures and objects.</li><li>• Children can determine, describe and recognize size and weight of figures and objects.</li></ul>	
<b>Required materials</b>	Paper, graphite pencil, colored pencils, markers	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them what the characters' were doing. Name small objects from the video. What objects were big?</li><li>2. Ask the children to tell what small objects they see around them in the playroom, at home or outside. What else can be big or small?</li><li>3. Tell the children that you are going to hunt for big and small objects.<ol style="list-style-type: none"><li>a. Ask the children to explain about, find or draw four objects of different size. For example,<ol style="list-style-type: none"><li>ii. Something small that can be put into the hand.</li><li>iii. Something bigger than the head.</li><li>iv. Something of the size of little finger.</li><li>v. Something big that can cover your face.</li></ol></li><li>b. Set the time for this task.</li><li>c. Together with children check what they have found or drawn.</li></ol></li></ol>	

## Inside/Outside

Where shall we put it?		MAT-09
<b>Episode</b>	12 – <u>Put the Mango in the Cart!</u> 24 – <u>Flowers in the Box!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Inside/Outside	
<b>Learning Objectives</b>	Children can explain the position of objects with respect to each other.	
<b>Required materials</b>	Chalk, jumping rope/rope; paper, colored pencils/markers	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. What were the characters' doing? What problem did they have? How did they solve it?</li><li>2. Show the children your hands and tell them that your hands are outside now because we can see them. Put your hands into your pockets and ask them where your hands are now, or whether they can see your hands. You can do the same with other objects (a doll in a doll's house, a car in a garage).</li><li>3. Ask the children to look around in the classroom and find objects that are inside and outside.</li><li>4. Ask the children to stand in a circle. Draw a circle inside the children's circle with chalk or make a rope circle.</li><li>5. Joyful music plays and the teacher says: "We are walking outside" — the children one by one walk along the outer drawn circle or rope circle. The teacher says: "We are walking inside" – the children jump inside the circle and move to the music there.</li><li>6. The children listen to the teacher's instructions carefully and move inside or outside the circle correspondingly.</li><li>7. Ask the children to draw objects or people inside or outside. Children are describing their drawings.</li></ol>	

## Over/Under

Barrier zone		MAT-10
<b>Episode</b>	3 – <u>Under the Limbo Pole?</u> 25 – <u>Chickens Under the Table!</u> 29 – <u>The Grover Games!</u> 30 – <u>Under the Rain Cloud!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Over/Under	
<b>Learning Objectives</b>	Children can explain the position of the objects with respect to each other.	
<b>Required materials</b>	Arm chairs, ribbons, jumping ropes, balls, desks	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them what the characters' were doing. What problem did they have? How did they solve it?</li><li>2. Use the objects around you and show the children what is "above" and "below." In the classroom: the clock is above the blackboard, the chair is below the blackboard. At home: The picture is above the sofa, the ball is below/under the sofa.</li><li>3. Ask the children to look around in the classroom and find objects above and below something and tell the class about them.</li><li>4. Let the children play a game with barriers where they will have to move above or below certain objects like chairs in the classroom.<ol style="list-style-type: none"><li>a. Arrange different objects so that the children will have to go or jump above, under/below, or between these objects.</li><li>b. Explain to the children that, when they overcome the barriers, they need to shout out how they are doing that: "Above!" or "Under!" If a child overcame the barrier but didn't shout out his/her position, he/she must go back and start again.</li><li>c. Once the children overcame the barriers, have them draw their own barrier zone. Ask the children to talk about their drawings.</li></ol></li></ol>	

## Width

Barrier game		MAT-11
<b>Episode</b>	8 – <u>This Bench Isn't Wide Enough!</u> 28 – <u>The Plane is Too Wide!</u> 37 – <u>Picture This Width!</u>	
<b>Curriculum Block</b>	Mathematics	
<b>Subject</b>	Width	
<b>Learning Objectives</b>	Children can determine, describe and recognize size and weight of figures and objects.	
<b>Required materials</b>	NA	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them what the characters' were doing. What problem did they have? How did they solve it?</li><li>2. Why can't objects like a bench or car pass through doors or be located in a garage? How do we know if an object can be placed somewhere? (<i>Measure width</i>) How can we measure width?</li><li>3. Sum up what the children told you and tell them that width can be measured using a ruler or a ribbon. What if we don't have a ruler or a ribbon? We can measure width using any object around us, like our arms or legs.</li><li>4. Play a game where you can measure width using your arms or legs.<ol style="list-style-type: none"><li>a. Show the children how they can measure the width of the desk or table using your palm or fingers. Ask them to do the same.</li><li>b. Now show the children how they can measure the width of the room by stepping or jumping. Ask the children to guess the number of steps or jumps.</li><li>c. Ask the children to pay attention to the fact that different distances require different sizes of steps or jumps. Emphasize that our bodies are different, that is why the sizes of steps to measure a certain distance can be different.</li></ol></li></ol>	

\* For children with disabilities, have them make the moves that they are able to do.

\* Children aged 2-3 cannot work without help in groups. Such children can be divided into subgroups only if one adult is working with the group.



# Social Emotional Learning Activities

In the age of high technology and artificial intelligence, there is an increasing need for the development of “soft” skills more than ever before: understanding other people’s feelings, support, compassion, respect, ability to listen/agree/communicate and be part of a team. These skills, similar to good manners, do not appear from nowhere. They are developed and cherished at home and in society.

To understand feelings and the behavior of other people, a person needs to understand himself/herself and his/her feelings first. To do that, beginning from early childhood, adults should be more sensitive about their children’s emotional world – explain emotions and name them; accept emotions and learn how to manage them.

## Anger

Someone is angry today		SEL-01
<b>Episode</b>	6 – <a href="#">Zoe Is Angry</a> 14 – <a href="#">Elmo Is Angry</a> 19 – <a href="#">Grover is Angry</a> 24 – <a href="#">Turtle is Angry</a> 34 – <a href="#">Ameera is Angry</a>	
<b>Curriculum Block</b>	Social Emotional Learning	
<b>Subject</b>	Anger	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>	
<b>Required materials</b>	Paper, colored pencils	

**Activities**

1. Ask the children to explain what the video they watched was about. Ask the children how they know that the character was angry? Why was he angry? What did the characters' do to stop being angry?
2. Sum up what the children told you and tell them that *anger is the same emotion as all other emotions (joy, sadness); all people become angry from time to time. It is normal.*
3. Explain also that:
  - a. Sometimes, when people get angry, they want to cry, argue, throw things or even hit someone or something. It is dangerous because people in such a state can hurt themselves or people or things around them.
  - b. (For children 5+) it is also important to understand the reason why you are angry, how this emotion affects your body, your behavior and people around you.
4. Practice ways of overcoming anger and irritation together in a group:
  - a. Ask the children to make an angry face and look mad at each other. What do you see? Ask the children to draw the angry face or an angry person.
  - b. When you are angry, say: "I am angry!" and stay alone for awhile.
  - c. You can overcome anger by breathing deeply. Imagine blowing candles on a cake or smelling beautiful flowers and then practice doing these things.
  - d. Characters' from the videos sometimes chose an interesting way to calm down – joyful "twist and turn" dances. Ask the children to try and move their bodies quickly until their anger is gone.
5. It is important for the adults to react calmly to the children's anger and help them calm down.

## Jealous

Someone is jealous today		SEL-02
<b>Episode</b>	2 – <u>Zoe is Jealous</u> 10 – <u>Elmo is Jealous</u> 22 – <u>Turtle is Jealous</u> 37 – <u>Ameera is Jealous</u>	
<b>Curriculum Block</b>	Social Emotional Learning	
<b>Subject</b>	Jealous	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>	
<b>Required materials</b>	NA	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask how did the character in the video feel? Why? How did the characters' manage their emotions?</li><li>2. Discuss with the children what jealousy is and ask them to give examples of when they or other people were jealous. Did they feel good when they were jealous? How did they cope with the feeling of jealousy?</li><li>3. Sum up what the children told you and tell them that <i>jealousy is a strong emotion appearing when someone has what you want to have or when someone does something better than you.</i><ol style="list-style-type: none"><li>a. We all feel jealous from time to time. Jealousy is a human emotion. It is absolutely normal to feel it.</li><li>b. It is important to remember that, when you are jealous of another person, you can hurt or offend them by your behavior or actions.</li></ol></li></ol>	

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|---------|--|
| Age 2-4 | <ol style="list-style-type: none"><li>1. Stop the video where the friends explain what jealousy is and discuss with children how the character in the video feels.</li><li>2. Ask the children to pay attention to the facial expression and behavior of the character who is jealous. How does he look? How does he behave?</li><li>3. Stop the video and discuss how Basma and Jad help the character who is jealous.</li><li>4. Ask the children to remember a situation when they were jealous. How did they behave? Did someone help them feel better?</li><li>5. At the end of the lesson tell the children that all people are different and everyone does or knows something that others don't know or can't do, but we all can help each other feel better.</li></ol> |
| Age 5-6 | <ol style="list-style-type: none"><li>1. Ask the children to describe what they are very good at – dancing, embroidering, skiing, etc.</li><li>2. Ask the children if they have ever felt jealous because their friends or family members can do something better than them.</li><li>3. Explain that sometimes we all feel jealous because we think that someone is better, has something better or can do something better. In times like these it is worth remembering what you have or can do well; you need to value that.</li></ol>   |

## Frustrated

Someone is frustrated today		SEL-03
<b>Episode</b>	1 – <u>Cookie is Frustrated</u> 11 – <u>Grover is Frustrated</u> 26 – <u>Elmo is Frustrated</u> 33 – <u>Elephant is Frustrated</u> 36 – <u>Ameera is Frustrated</u>	
<b>Curriculum Block</b>	Social Emotional Learning	
<b>Subject</b>	Frustrated	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>	
<b>Required materials</b>	Dolls, fluffy toys	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them how the character in the video felt? Why? How did the characters' manage their emotions?</li><li>2. Tell the children that we feel frustrated when we try to do something but we fail, no matter how hard we try.<ol style="list-style-type: none"><li>a. When we feel irritation, it is hard for us and we are unsure if we should try another time or just stop.</li><li>b. Irritation is a natural emotion. This is important to remember: don't hurt yourself or others when you are in such a state</li></ol></li></ol>	

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|---------|---|
| Age 2-4 | <ol style="list-style-type: none"><li>1. Using dolls and other toys, simulate a situation where one of the characters feels irritation (for example, he is building a tower which falls, or can't tie his shoelaces or jump with a jumping rope).</li><li>2. With the help of the dolls, show the possible reactions of children when they feel irritation: a child is crying, taking offence, yelling, throwing things or even fighting. Discuss such behavior with the children.</li><li>3. With the help of the dolls, demonstrate how you can help a child in such situation: ask if the child wants to be alone and calm down; breathe deeply together.</li><li>4. Ask the children if they have ever felt like that. Ask them to imagine themselves frustrated. Let them show it. Try breathing deeply and calming down together.</li></ol> |
| Age 5-6 | <ol style="list-style-type: none"><li>1. You can use all exercises for age 2-4, but deepen the final discussion with the following questions: When did you feel irritation the last time? How did you behave? What or who helped you calm down?</li></ol>   |

## Nervous

Someone is nervous today

SEL-04

<b>Episode</b>	7 – <u>Elephant is Nervous</u> 17 – <u>Zoe is Nervous</u> 18 – <u>Elmo is Nervous</u> 25 – <u>Grover is Nervous</u> 30 – <u>Cookie is Nervous</u>
<b>Curriculum Block</b>	Social Emotional Learning
<b>Subject</b>	Nervous
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>
<b>Required materials</b>	NA
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask what the character was trying to do in this video. Why was the character worried?</li><li>2. Tell the children that people often are worried and get nervous when they don't know what is going to happen.</li></ol>

Age 2-4

1. Stop the video where the friends explain what the worry is and discuss with children how the character in the video feels.
2. Ask the children to pay attention to the facial expression and behavior of the character who is worried. How does he look? How does he behave?
3. Stop the video and discuss how Basma and Jad help the character who is worried.
4. Ask the children to breathe deeply and slowly 5 times to calm down.
5. Ask the children to remember a situation when they were worried. How did they behave? Did someone help them feel better?

Age 5-6

1. Ask the children to remember a situation when they were worried. How did they behave? Did someone help them feel better?
2. Ask the children to think up a powerful superhero pose and stand in it for 20 seconds, thus overcoming their fear. Practice the superhero game together in the group.



## Sad

Cheer up your friend		SEL-05
<b>Episode</b>	3 – <u>Cookie is Sad</u> 8 – <u>Elmo is Sad</u> 23 – <u>Grover is Sad</u> 29 – <u>Ameera is Sad</u> 32 – <u>Turtle is Sad</u>	
<b>Curriculum Block</b>	Social Emotional Learning	
<b>Subject</b>	Sad	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>	
<b>Required materials</b>	NA	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask why the character was upset. How did you understand that the character was upset?</li><li>2. Tell the children that we feel sad when something unpleasant happens. Tell them that people demonstrate that they are sad in different ways. Sometimes, when you feel sad you want to cry, you want hugs, you don't want to talk or you want to stay alone for a while.</li><li>3. Ask the children how a sad person looks. The children can show, write or draw it. What can we do to make the sad person feel better?</li><li>4. Ask the children to play a "Cheer up your friend" game:<ol style="list-style-type: none"><li>a. Make pairs or small groups (1 and 2).</li><li>b. Tell the children that everyone with "1" has to pretend they feel sad. Everyone with "2" must make "1"s laugh.</li></ol></li><li>5. Ask the children how they felt when they were making each other laugh or trying to. Tell them that cheering up and making others happy makes the person doing it happy himself.</li><li>6. Ask the children to draw cheerful people.</li></ol>	

## Determined

Someone is determined today		SEL-06
<b>Episode</b>	5 – <u>Cookie is Determined</u> 20– <u>Turtle is Determined</u> 21– <u>Zoe is Determined</u> 28– <u>Grover is Determined</u>	
<b>Curriculum Block</b>	Social Emotional Learning	
<b>Subject</b>	Determined	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>	
<b>Required materials</b>	Rope or thick thread (pieces 20-25 cm long for each child in the group)	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to remember what happened to the characters' in the video. What were they trying to do? How do you know the character was decisive?</li><li>2. Tell the children that people feel decisive when they want to do something, they try hard and fail, but despite that they continue doing what they have planned.<ol style="list-style-type: none"><li>a. (Age 5+) Determination is a natural feeling. It is important to remember that, when you make efforts to achieve your goal, you may hurt other people by your behavior or actions.</li></ol></li><li>3. Ask the children to learn how to make a simple knot, a knot of ribbons or a more complicated knot.<ol style="list-style-type: none"><li>a. Show them how to do it and give every child a piece of rope or thread.</li><li>b. Ask the children if they want to try and learn how to tie knots. Warn them that not everyone will succeed at once. Encourage the children to continue despite their failures.</li><li>c. When everyone has managed to tie their knot, praise the children for their determination and good results.</li><li>d. (Age 5+) Continue discussion. How did the children feel doing that exercise? How did they feel when they couldn't tie a knot? What helped them continue?</li></ol></li></ol>	

## Fear

Someone is scared today

SEL-07

### Episode

4 – Elephant is Fearful  
12 – Elmo is Fearful  
13 – Cookie is Fearful  
31 – Zoe is Fearful  
38 – Turtle is Fearful

### Curriculum Block

Social Emotional Learning

### Subject

Fear

### Learning Objectives

- The children can name and describe different emotions and facial expressions or body behavior related to them.
- The children can explain how to manage different emotions.
- The children can practice different emotional management strategies.

### Required materials

Chalk (to draw outside); paper, colored pencils/markers

**Activities**

1. Ask the children to remember what emotions the video was about. Why do they think so? What helped the characters' resolve the situation?
2. Ask the children about when they feel fear. What do they do in such a situation. How can they help themselves stop being scared?
3. Sum up what the children told you and tell them that people are afraid when they think that something bad may happen.
  - a. Tell them also that fear may warn about danger, but sometimes we feel fear even if everything is secure and safe around us.
  - b. Explain to the children that fear is a natural feeling; all people are afraid of something from time to time.
4. Ask the children to remember what the character in the video were afraid of.
  - a. Ask the children to draw the character fears.
  - b. Ask them about what the character did to overcome fear. What would you do if you were those characters?
5. Tell the children that now they will learn how to overcome their fears.
  - a. Ask the children to think about something they are afraid of.
  - b. Ask the children to draw their fear. (The best way to do that is outside).
  - c. Ask the children (if they want to) to talk about their fears.
6. Ask the children how they can chase the fear away.

## Fear, Excited, Anger, Sadness

Let's play emotions		SEL-08
<b>Episode</b>	Fearful: <u>4</u> , <u>12</u> , <u>13</u> , <u>31</u> , <u>38</u> Excited: <u>9</u> , <u>15</u> , <u>16</u> , <u>27</u> , <u>35</u> Angry: <u>6</u> , <u>14</u> , <u>19</u> , <u>24</u> , <u>34</u> Sad: <u>3</u> , <u>8</u> , <u>23</u> , <u>29</u> , <u>32</u>	
<b>Curriculum Block</b>	Social Emotional Learning	
<b>Subject</b>	Fear, Excited, Anger, Sad	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children can name and describe different emotions and facial expressions or body behavior related to them.</li><li>• The children can explain how to manage different emotions.</li><li>• The children can practice different emotional management strategies.</li></ul>	
<b>Required materials</b>	Colored pencils, print-outs	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to remember what happened to the characters' in the video they watched. What feelings and emotions did the characters' have? How do you know that? Talk about situations when you had the same feelings. What were you doing? How did you behave?</li><li>2. Tell the children that today we are going to discuss our emotions and feelings in different situations.<ol style="list-style-type: none"><li>a. Show the children different emotions on your face and ask them to name them. (See Annex 1)</li><li>b. Put pictures showing different emotions on the floor and tell the children that you are going to describe a situation and they need to stand near the picture with the emotion that matches the situation. (See Annex 2)</li><li>c. In each situation, ask the children how their bodies react to emotions. What would they do in such a situation? From whom would they ask for help?</li></ol></li></ol>	

## Annex 1

jealous (prompts for adults)



frustrated



sad



afraid



determined



angry



nervous



excited



## Annex 2

### Situations triggering different emotions

- First day at a new school.
- You see a spider on your shoulder.
- Your best friend came to visit you.
- You lost your favorite toy.
- You need to appear on a stage in front of children and parents.
- You build a beautiful sand city on the beach but waves ruin it.
- Your friend has a toy you dreamed about.
- You can't ride a bicycle, but you've been trying to learn for three days and you don't stop.





# Health and Safety Learning Activities

## Identifying/Appreciating Oneself

I like it, what about you?		HS-01
<b>Episode</b>	2 – <u>Learn to Love Yourself!</u> 14 – <u>Celebrate Your Special Skills!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Identifying/Appreciating Oneself I am important	
<b>Learning Objectives</b>	Children can talk about themselves, their family members, communities and realize that all people are different and everyone is important and special.	
<b>Required materials</b>	Colored pencils or markers, paper	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. What specific character traits did each character have? What was special that they could do?</li><li>2. Ask the children to think about themselves. What exceptional traits do they have? What special things can they do? If a child doesn't know what to say, ask the children to name one positive trait of the child, or name one yourself.</li><li>3. Sum up what the children told you and tell them that everyone is special and can do something unique. Emphasize that we treat special signs or traits of other people that differ from ours with respect.</li><li>4. Tell the children that now you are going to learn about each other more together.<ol style="list-style-type: none"><li>a. Ask the children to draw 2-3 objects (food, toys, etc.) they like in one part of a sheet of paper, and 2-3 objects they don't like in the other.</li><li>b. Ask the children to talk about their drawings.</li><li>c. When you sum up, focus the children's attention on the fact that what one child likes may be disliked by another child. This is normal because all people are different and everyone has different preferences.</li><li>d. Emphasize that it is not polite to mock things that other people like, if you don't like those things.</li></ol></li></ol>	

## Adult Support

People around me		HS-02
<b>Episode</b>	10 – <u>Count On Your Community!</u> 25 – <u>Guess the Safe Adult!</u> 31 – <u>Making Friends at Market Day!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Adult Support	
<b>Learning Objectives</b>	Children can talk about themselves, their family members, communities and realize that all people are different and everyone is important and special.	
<b>Required materials</b>	Children’s parachute or a big round piece of fabric, plastic plate with water or small objects (Lego, buttons, stones)	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Could the character perform the task without help? Why not? Who helped him/her?</li><li>2. Ask the children if they have ever seen how birds fly to faraway places. Do they fly together or separately? Why do they fly together? (<i>Because it’s easier and safer</i>) It is also easier and safer for people to do things together. Sometimes you can’t perform a task without your family or friends’ help.</li><li>3. Ask the children to play.<ol style="list-style-type: none"><li>a. Unfold the children’s parachute or round piece of fabric on the floor. For older children (aged 5-6) put a plate with water in the middle, for younger children (aged 2-4) – a plate with small objects.</li><li>b. Ask the children to move the plate with the help of the parachute or fabric only.</li><li>c. When the children move the plate, ask them why they couldn’t do it at first, but then they could.</li><li>d. Ask the children to remember events from their history when people united and became very strong.</li></ol></li></ol>	

## Outside Safety

Always remember about safety

HS-03

### Episode

6 – Race Around the Water!  
9 – Stick to the Safe Path!  
21 – Safety Sailboat Race!  
23 – Look Both Ways When You Play!  
30 – Race Away From Muddy Messes!  
38 – Fishing for Water Safety!

### Curriculum Block

Health and Safety

### Subject

Safe conduct outside, near water and road safety.

### Learning Objectives

The children will learn how to cross the street and play near water; what places are safe to walk; they will remember that they can't take unknown objects outside without adult supervision.

### Required materials

Print-outs

### Activities

1. Ask the children to remember what happened to the characters' in the video. Ask them what important rule they remembered from that video.
2. Sum up what the children told you:
  - a. You can't cross the road or approach the water without adults.
  - b. You can play on the playgrounds or sports grounds only, or in places where your family members can see you.
  - c. You can't take any unknown objects outside.
  - d. You can only walk in the streets or places you know well.
3. Show the suggested pictures and ask the children if they follow the safety rules (see *Annex 7*). If they don't follow them, tell them what they need to do to stay safe.

## Annex 1

Safe place to play (prompts for adults)



dangerous place to play



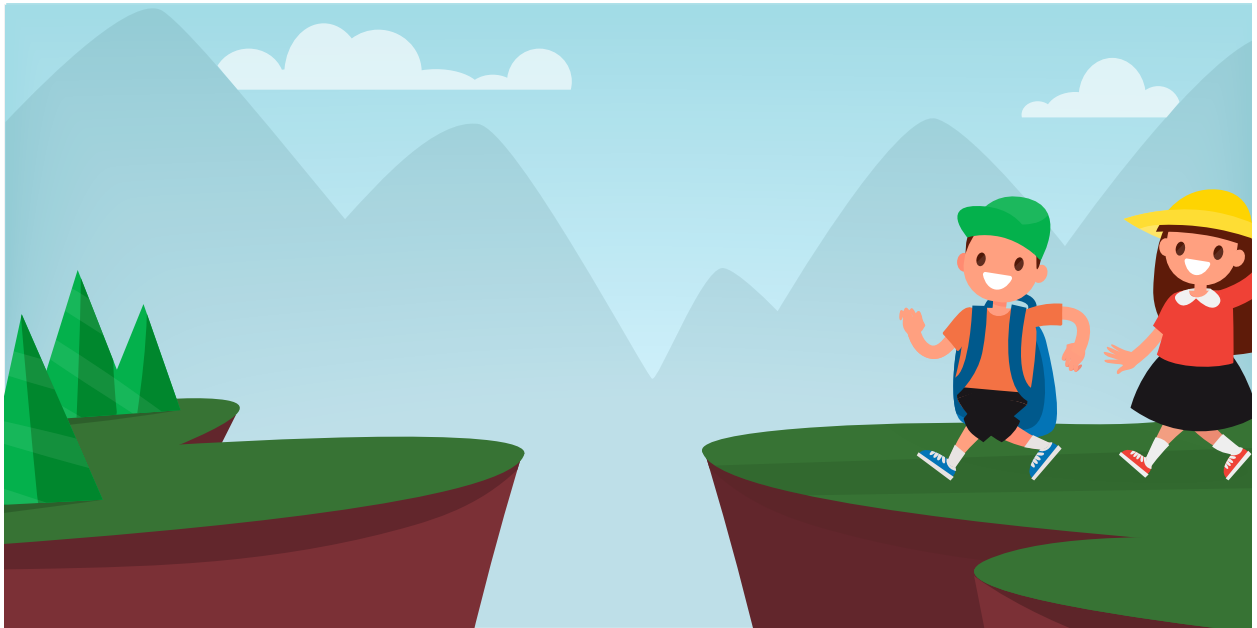
Unsupervised children play near the water



Supervised children play near the water



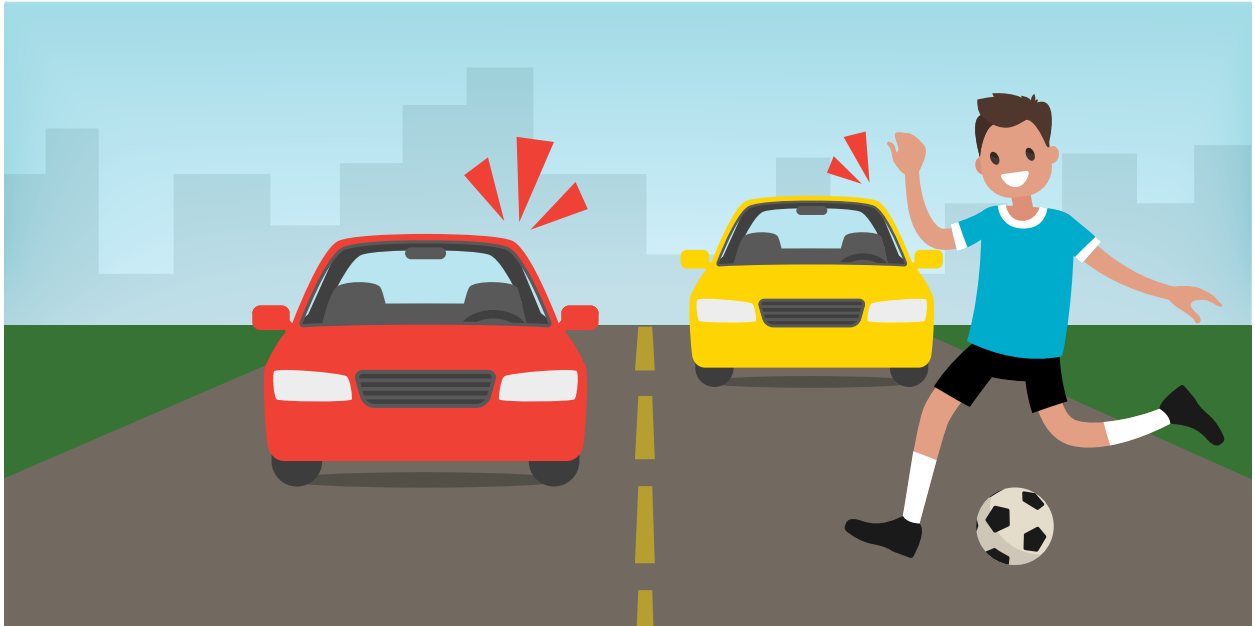
Don't go to unfamiliar and deserted places



Don't take unknown objects or someone else's objects outside



Don't run out into the road; don't cross the road without supervision



Cross the road in the pedestrian crossing with adults



## Identifying/Appreciating Parts of the Body

Body parts		HS-04*
<b>Episode</b>	7 – <u>Trace Your Traits!</u> 19 – <u>Every Body is Unique!</u> 27 – <u>Appreciating Body Parts!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Identifying/Appreciating Parts of the Body	
<b>Learning Objectives</b>	The children can name and describe different body parts.	
<b>Required materials</b>	NA	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them how else can we use our bodies? (E.g., <i>run, walk, jump, hug one another</i>)</li><li>2. Do the children know that we can measure distance or length by using our bodies?<ol style="list-style-type: none"><li>a. Show the children how they can measure the width of a desk or table using their palm. Ask them to do this.</li><li>b. Now show the children how they can measure the width of the room or classroom using their steps or jumps. Ask them to guess the number of steps or jumps. Ask the children to try it.</li></ol></li><li>3. Ask the children to pay attention to the fact that different distances require different numbers of moves. Emphasize that, since our bodies are different, the number of palms or steps to measure a certain distance can be different.</li></ol>	

\* For children with disabilities, ask them to do the moves that they can.



## Healthy Hygiene

Taking care of health and cleaning		HS-05
<b>Episode</b>	13 – <u>Sharing Steps to Latrine Health!</u> 28 – <u>Latrine Shoes!</u> 36 – <u>Take A Break for The Latrine!</u>	
<b>Washing hands</b>	4 – <u>Hotsy, Totsy, Handwashing!</u> 18 – <u>Sticky Scrubbers!</u> 33 – <u>Hello, Handwashing!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Personal hygiene (washing hands, using toilet)	
<b>Learning Objectives</b>	The children will learn what they should or shouldn't do in order to stay safe and take care of their bodies.	
<b>Required materials</b>	Print-out	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Why is it important to put on shoes you don't use at home to use the toilet? Why is it important to wash your hands?</li><li>2. Why are microbes dangerous? Can we see them? Where are the microbes? How can we protect ourselves from the microbes?</li><li>3. Sum up what the children told you and tell them that, in order to stay healthy, they should remember simple hygiene rules:<ol style="list-style-type: none"><li>a. Wash your hands right after you come home</li><li>b. Wash your hands before your meals</li><li>c. Wash your hands after using the toilet</li></ol></li><li>4. Hand out <i>Annex 3</i> to the children and ask them to walk the labyrinth. Ask them to explain what Cookie Monster was doing all day and how he took care of his body.</li></ol>	

Annex 2

**Washing our hands keeps germs away.**

Take Cookie Monster through his day and make sure he washes his hands for 20 seconds!



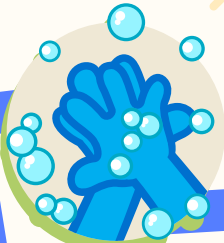
START



Wash before eating.



Wash after playing.



Wash when coming inside.



Wash after going to the bathroom.



Cookie had a great day and stayed healthy and safe!



## Informing Caregivers When Feeling Ill

My safe science		HS-06
<b>Episode</b>	8 – <u>Take a Break to Feel Better!</u> 22 – <u>Speak Up When You Feel Ill!</u> 29 – <u>Signs of Illness!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Informing caregivers when feeling ill	
<b>Learning Objectives</b>	The children will learn who they can ask for help to stay safe and healthy.	
<b>Required materials</b>	Paper, colored pencils, markers	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them how the character felt. Why do you think so? Who did the character ask for help?</li><li>2. Ask the children to remember the last time they felt bad. What physical sensations did they have? Who did they ask for help? How did they help them?</li><li>3. Once the children have shared their experiences, ask them to draw:<ol style="list-style-type: none"><li>a. an adult who a child could ask for help;</li><li>b. sick people or animals with different symptoms: fever, stomach aches, toothaches, sore throats, nausea, dizziness, etc.</li></ol></li><li>4. Ask the children to talk about their drawings and ask them what help would be appropriate in those situations.</li></ol>	

## Speaking Up!

I'm sorry, no		HS-07
<b>Episode</b>	3 – <u>Speaking Up Is Never Silly!</u> 5 – <u>A Good Leader Speaks Up!</u> 15 – <u>Speak Up To Protect Your Body!</u> 16 – <u>Your Name Matters!</u> 17 – <u>Ask Before You Act!</u> 20 – <u>Tell Your Friends How You Feel!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Speaking Up	
<b>Learning Objectives</b>	The children will learn how to act when they dislike something, or someone offends them or causes a moral or physical discomfort.	
<b>Required materials</b>	NA	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them how the character in the episode felt. How did the rest of the characters' feel? Did the friends notice that the main character was sad or uncomfortable? Did the main character do the right thing when he talked about his feelings? Why?</li><li>2. Remind the children that we are all different. If someone likes something, another person may not like the same thing. It is normal. You should always consider others' opinions and feelings.</li><li>3. It is also important not to be ashamed to tell other people that you dislike something like food they offer or a game. It is important to remember to be polite when talking to people.</li><li>4. Provide the children with different scenarios and think together about how they can tell the other person politely that they don't like something. (See <i>discussion scenarios</i>)</li></ol>	

### Discussion scenarios

- You are invited to play a game you don't like.
- You are offered a meal you don't really like.
- Someone calls you by the wrong name and you dislike that.
- Someone touches your hair or face.
- Someone yells at you.
- You are asked to do what you don't like. .

### Possible polite replies

- No, thank you! + "no" gesture using your hand or head.
- Thank you, but I don't like the taste.
- Thank you, but I don't like it.
- Thank you, but I don't like that game. I will wait for another one.
- Please don't call me that anymore. I don't like it.
- Please don't yell at me.

## Safe/Unsafe Water

Drinking water		HS-08
<b>Episode</b>	11 – <u>Safe Water Is Covered Water!</u> 26 – <u>Thirsty Explorers!</u> 32 – <u>Please Ask for Safe Water!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Safe/unsafe water	
<b>Learning Objectives</b>	The children will learn what they should or shouldn't do in order to stay safe and take care of their bodies.	
<b>Required materials</b>	Four jars or containers with lids.	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Why do people need to drink water? Ask the children how often they drink water. Discuss the necessity of drinking water for people's health.</li><li>2. Ask the children what kind of water is good and what kind is harmful. Why can't we drink from lakes, rivers, puddles or dirty containers?</li><li>3. Offer the children an experiment game, where they will learn how to know the difference between drinkable and undrinkable water.<ol style="list-style-type: none"><li>a. Fill all four containers with water and cover them with the lids.</li><li>b. Label each container (A, B, C, D).</li><li>c. Look at the containers and ask the children which one contains the drinking water? Why do you think so?</li><li>d. Emphasize that, before drinking water, you should know where it comes from in order to avoid dangerous microbes.</li><li>e. Tell the children what the source of each water in containers is: A – water from a tap; B – water from a vending machine; C – boiled water; D – we don't know where this water came from.</li></ol></li><li>4. Ask if water from container A safe to drink. Why? Ask the same question about each container.</li></ol>	

## Medical Visits

Parents and children		HS-09
<b>Episode</b>	1 – <u>Courage at the Clinic!</u> 12 – <u>Vaccines Keep Us Safe!</u> 24 – <u>Healthy Kids Need Check Ups Too!</u> 34 – <u>Protecting Granny from Germs!</u> 35 – <u>Healthcare Heroes!</u> 37 – <u>Chasing the Germs Away!</u>	
<b>Curriculum Block</b>	Health and Safety	
<b>Subject</b>	Medical visits	
<b>Learning Objectives</b>	The children will learn what they should or shouldn't do in order to stay safe and take care of their bodies.	
<b>Required materials</b>	Doctor set for children (if you don't have one, use pencils or other objects); paper, colored pencils	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about. Ask them who Ms. Natalia is. Where does she work? What is your doctor's name?</li><li>2. What is a medical checkup? Why is it important to do a medical checkup? What is a vaccination? Why do people need to be vaccinated?</li><li>3. Ask the children to play the doctor game.<ol style="list-style-type: none"><li>a. Ask each child to choose a toy (fluffy toy or doll). These toys will be their "children," they will take them to the doctor to get vaccinated.</li><li>b. Tell the "parents" that their "children" are afraid of being vaccinated. The "parents'" task is to cheer up and calm down their "children." If the children don't know how to do that, help them think together about how "parents" can calm down the "children."</li><li>c. Put the toys aside. Now you (the teacher or adult) will be a doctor and children will be patients. Ask the children to think of symptoms and to go to see a "doctor."</li><li>d. Use the doctor set to treat your patients. Make the game as much fun as you can.</li></ol></li><li>4. Draw a picture for your doctor and thank him/her for their good attitude towards you and for taking care of your health.</li></ol>	

# Science Learning Activities

Science is not only a set of facts the children need to learn. It helps children develop critical thinking and observation skills, understand processes around them and helps the children realize their place in these processes.

In this section we want to show how basic knowledge of seemingly adult and serious sciences like physics, mechanics or even chemistry may be used. This knowledge is useful for the children because they develop curiosity, observational skills, interest, persistence, the ability to make assumptions and ask questions and, most importantly, not to be afraid of making mistakes, analyzing them and improving results.

## Shadows

Let's circle the shadow		SCI-01
<b>Episode</b>	1 – <a href="#">How to Make an Elephant Shadow!</a> 2 – <a href="#">Where'd the Sun Go?</a> 4 – <a href="#">Guess What Made the Shadow!</a> 5 – <a href="#">Shadow Hunt</a> 10 – <a href="#">Turtle's Triangle Tower</a> 26 – <a href="#">Lights Out!</a>	
<b>Curriculum Block</b>	Science	
<b>Subject</b>	Shadows	
<b>Learning Objectives</b>	The children will learn how to recognize, describe and draw a shadow.	
<b>Required materials</b>	Sunny day/lamp/flashlight; paper, graphite pencil/colored pencils/markers	



**Activities**

1. Ask the children to explain what the video they watched was about.
2. Ask the children if they can explain what a shadow is.
3. Sum up what the children told you and emphasize that a shadow is a dark imprint of an object on something highlighted from the opposite side. We can't see shadows without light.
4. Tell the children that different objects make different shadows.
5. Go outside with the children or stand in front of a lit lamp inside. Show the children their shadows and shadows of other objects or buildings around them. Ask the children where the light comes from.
6. Now ask the children to stand in front of each other and look at their shadows when the light is blocked.
7. Ask the children to take any small object.
8. Give a piece of paper and a pencil or marker to each child. Ask the children to place the object so that it will have a shadow. Let the children trace the shadow on paper. If you play outside, you can trace shadows on the ground, asphalt or sand.
9. After everyone traces a shadow, tell the children to hide their objects and ask other children to guess what shadow it is on the ground or paper.

## Bridges

We are building a bridge		SCI-02
<b>Episode</b>	7 – <u>Bridge of Sticks!</u> 9 – <u>Rocks in the Gully!</u> 16 – <u>How Many Pebbles Can a Bridge Hold?</u> 19 – <u>First Annual Marathon of Cardboard City!</u> 21 – <u>The Best Mango Juice in the Park!</u> 24 – <u>Don't Step on the Sand Dragon!</u>	
<b>Curriculum Block</b>	Science	
<b>Subject</b>	Bridge	
<b>Learning Objectives</b>	The children will learn how to recognize, describe and draw a bridge.	
<b>Required materials</b>	Any safe things from home or playroom.	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to explain what the video they watched was about.</li><li>2. Ask the children if they can explain what a bridge is.</li><li>3. Sum up what the children said and emphasize that a bridge is a construction used for moving from one side of something to another.</li><li>4. Ask the children where they have seen bridges, or if they have ever walked across the bridge and what it felt like.</li><li>5. Remind the children that a bridge must be built correctly to sustain different weight. Ask the children to remember what the characters' in the episode made the bridges of and whether those bridges were useful for them. Why?</li><li>6. Tell the children they are going to build a bridge now.</li><li>7. Divide the children into teams. Give each team three small things you can find near you (pen, doll, ball).</li><li>8. Ask the children to make a bridge of things they can find around them so that there is enough space for the three things you gave them to pass under the bridge.</li><li>9. Together with the children, think about the height or width of the bridge. How many pencils, stones or beads can the bridge sustain? How can we make it stronger?</li><li>10. When the children finish their work ask the teams to show their bridges to the other children.</li></ol>	

## Ramps

Wonderful slope		SCI-03
<b>Episode</b>	3 – <u>Down the Mountain We Go</u> 12 – <u>Ameera Upstage!</u> 15 – <u>Elmo and Turtle’s Super Fast Games!</u> 18 – <u>Ma’zooza is Missing</u> 20 – <u>3-2-1... Knock ‘Em Down!</u> 25 – <u>Way Off Track</u>	
<b>Curriculum Block</b>	Science	
<b>Subject</b>	Ramps	
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• The children learn to think as scientists: to be interested, observe, ask questions and verify their assumptions.</li><li>• The children may say what a ramp is and what it is for.</li><li>• The children can make their own ramp.</li></ul>	
<b>Required materials</b>	Graphite pencil, colored pencils, markers	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to remember what the characters’ in the video constructed. Did they know what a ramp was?</li><li>2. Ask the children to explain what a ramp is and what it is used for. Who can use ramps?</li><li>3. Sum up what the children told you and tell them that a ramp is a slope that helps move heavy things and sometimes can be used instead of a staircase.</li></ol>	

- |          |  |
|----------|--|
| Option 1 | <ol style="list-style-type: none"><li>1. Divide the children into smaller groups. Give each child a pencil.</li><li>2. Put a book or another object on an even surface in front of each child.</li><li>3. Ask the children to imagine that their hand is a ramp, a slope down on which the pencil must slide to its destination point (a book or another object) in front of them. Show the children the rules of the game using your own hand and a pencil.</li><li>4. Ask the children to change the angle of their hand to speed up or slow down the pencil.</li><li>5. Ask the children to compete – whose pencil will reach the destination point faster?</li><li>6. After the game, discuss with the children which cases the pencil was moving faster and in which it was slower.</li></ol> |
| Option 2 | <ol style="list-style-type: none"><li>1. Ask the children to draw a ramp on a piece of paper and tell everybody what this ramp is for and who can use it.</li></ol>  |

## Levers

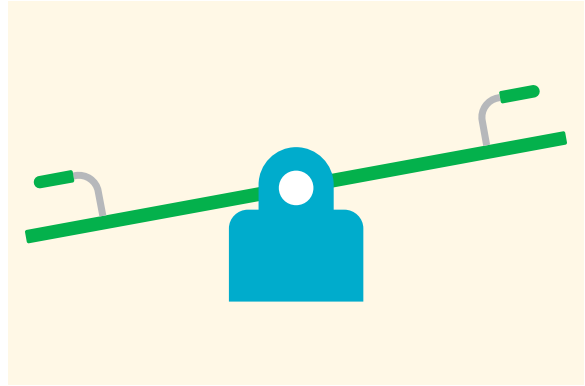
Levers all around us		SCI-04
<b>Episode</b>	8 – <u>Lift That Cookie</u> 13 – <u>When the Wind Blows...</u> 14 – <u>Statue Goalie</u> 22 – <u>Build a Bigger Balance</u>	
<b>Curriculum Block</b>	Science	
<b>Subject</b>	Lever	
<b>Learning Objectives</b>	The children will learn how to recognize, describe and draw a lever.	
<b>Required materials</b>	Paper, scissors	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to remember what the characters' in the video constructed. Did they know before what a lever was and what it was used for?</li><li>2. Tell the children that a lever helps move heavy things. In order to make a lever and lift something heavy we need three things: load (something or someone we need to lift), support and power.</li><li>3. Watch the episode with the children one more time and draw their attention to those three parts. What did the friends use to make the lever? What did they need to move? What did they use as a support? Who could lift the heavy thing? How?</li><li>4. Show pictures of different levers to the children and ask what they are used for and where the children have seen those objects. (See Annex 1)</li><li>5. Using an image or a lever you have (scissors, nail clippers), show the children the lever's support, the load and the power. Ask the children to find these three components for the other levers.</li><li>6. Ask the children to draw or make a lever from the things they have. Remind them that the lever must have support, load and power. You will find some ideas for self-made levers in Annex 2.</li></ol>	

## Annex 1. Levers around us

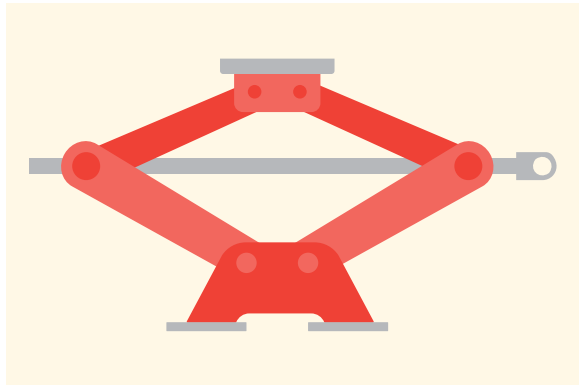
Scissors



Swing



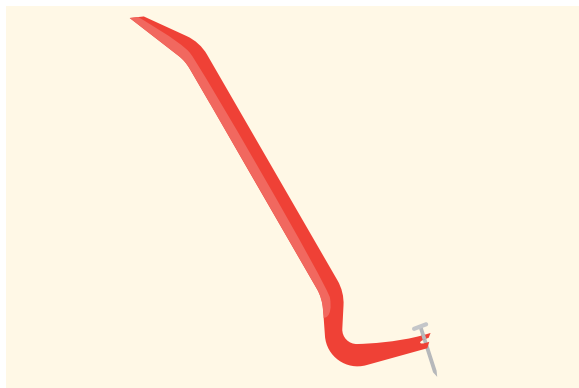
Car jack



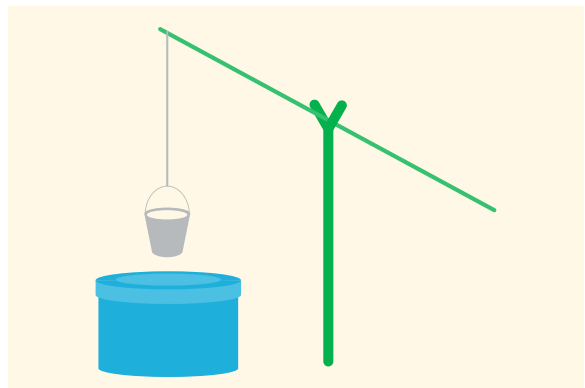
Scales



Crowbar

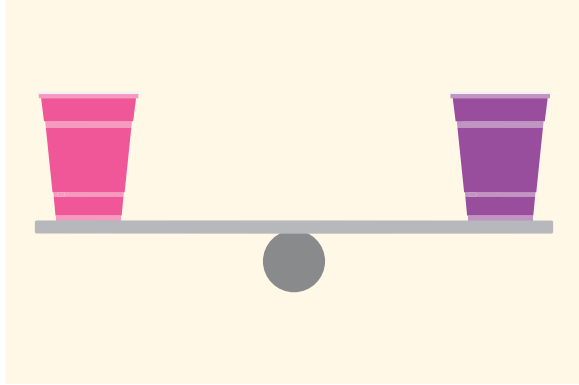


Water Well

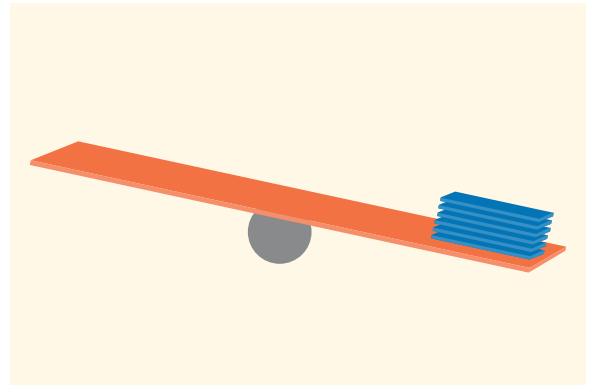
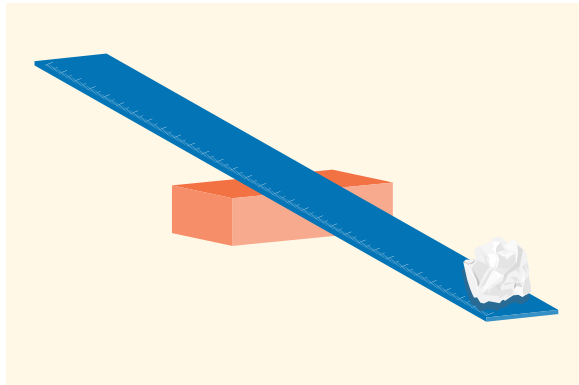


## Annex 2. Ideas for self-made levers

### Scales



### Catapult



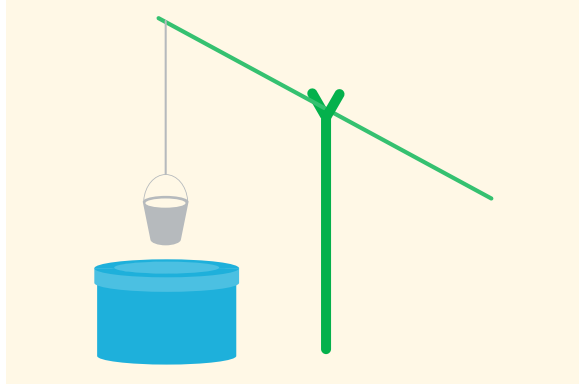
## Pulleys

Pulleys all around us		SCI-05
<b>Episode</b>	6 – <u>Shadow Hunt!</u> 11 – <u>Falling Feathers!</u> 17 – <u>Chicken Needs a Break</u> 23 – <u>Feed the Monkeys!</u>	
<b>Curriculum Block</b>	Science	
<b>Subject</b>	Pulleys	
<b>Learning Objectives</b>	The children will learn how to recognize, describe and make an elevator.	
<b>Required materials</b>	Stick or mop, two desks/tables/armchairs, rope or strong thread, latch, pencil	
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Ask the children to remember what the characters' in the video constructed. Did they know before what an elevator was and what it was used for?</li><li>2. Tell the children that pulleys help move objects in different directions: up and down, from the right to the left.</li><li>3. Watch the episode with the children one more time and ask them what the characters' were trying to move. How did they move the object? Why did they use an elevator?</li><li>4. Show pictures of different pulleys to the children and ask what they are used for and where the children have seen those objects. (See Annex 3)</li><li>5. Ask the children to take part in a scientific experiment. Organize two "laboratories." One will be next to a door with a latch, another will be between two armchairs/desks with a mop on top of them.</li><li>6. Divide the children into two groups of "scientists." One group will be working in the lab near the door, another – near the armchairs/desks with the mop on top.</li><li>7. Give the children ropes or strong threads and one pencil to each team. Ask the children to lift the pencils using the rope and latch or mop.</li><li>8. Ask the children to try and lift other objects. Ask the children what they noticed during their studies of the objects with different weights.</li><li>9. Ask the children to draw their own pulleys and explain how they work.</li></ol>	

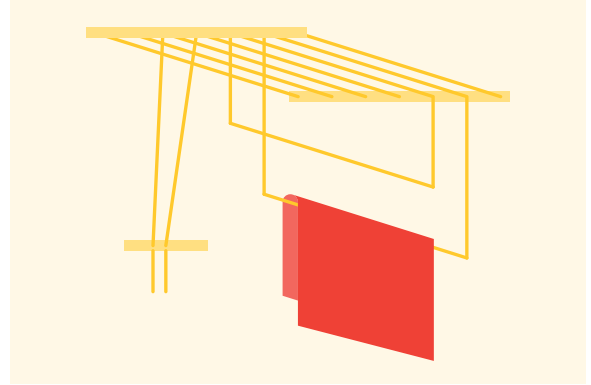


### Annex 3. Pulleys around us

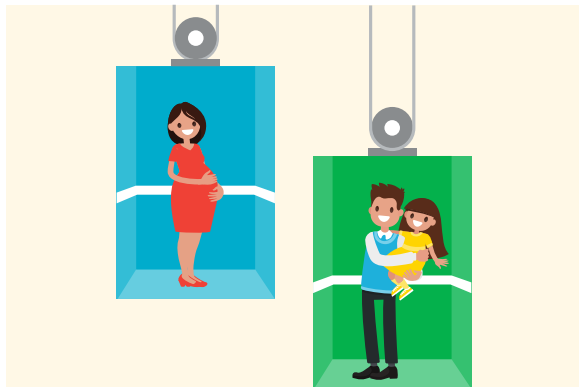
Well



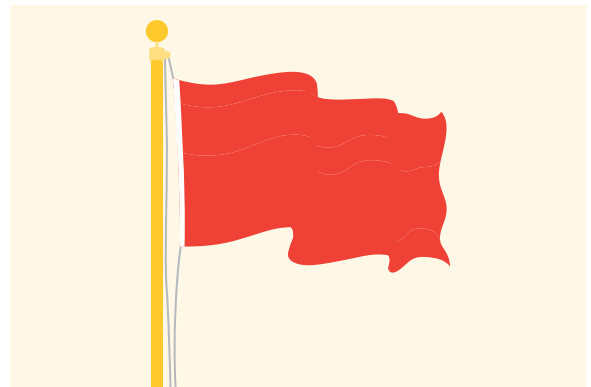
Drying rack



Lift



Flagpole



## Video catalogue

The Watch, Play, Learn videos are animated, short-length segments that feature a diverse cast of Sesame characters to support the holistic development of children between the ages 2-6 years and scaffold learning for older age groups.

### Mathematics

Episode #	Title	Description	Subject	Lesson plan
<b>MATH – Ep 1</b>	<u>This Kite is Too Heavy!</u>	Elmo and Zoe realize that Elmo’s kite can’t fly because it is decorated with pebbles and is too heavy. They determine together what the weight is and remove the pebbles to make the kite lighter so that it can fly.	Weight	MAT-05
<b>MATH – Ep 2</b>	<u>Do Circles Make Good Wheels?</u>	Elmo replaces a broken wheel on his cart with a square and the cart won’t move. Grover introduces his friend Circle to all his friends. Elmo and Zoe find a round circle and their cart can move smoothly.	Circle	MAT-01
<b>MATH – Ep 3</b>	<u>Under the Limbo Pole?</u>	Grover tells Elmo and Zoe how to move above high objects and under small objects. Elmo and Zoe continue playing Limbo. Now they are jumping above the stick because it is too low to move under it.	Over/Under Height	MAT-04 MAT-10
<b>MATH – Ep 4</b>	<u>How Tall is This Flower?</u>	Elmo and Zoe are looking for a flower that is as tall as Ma’zooza, but they can’t find one. Grover shows how they can solve the problem using a ruler.	Height	MAT-04
<b>MATH – Ep 5</b>	<u>Triangle Training!</u>	Grover tells Elmo and Zoe everything about triangles. Friends invite Grover to be the third side of a triangle in an interesting game.	Triangle/ pyramid	MAT-02

Episode #	Title	Description	Subject	Lesson plan
<b>MATH – Ep 6</b>	<u>Slow Turtle, Fast Banana!</u>	Elmo and Zoe learn fast and slow movement. They use a cart to help Turtle participate in a race.	Fast/slow	MAT-06
<b>MATH – Ep 7</b>	<u>My Cousins are Squares!</u>	Grover introduces his friend Square to Elmo and Zoe. Elmo and Zoe are building a cube – a house for butterflies – using 6 squares.	Square/cube	MAT-01
<b>MATH – Ep 8</b>	<u>This Bench Isn't Wide Enough!</u>	Grover shows Elmo, Zoe and Basma how to measure width. Elmo and Zoe are measuring benches until they find the one all three can sit on.	Width	MAT-11
<b>MATH – Ep 9</b>	<u>Big Chick, Little Chick!</u>	Grover shows that small objects take up less space than big ones. Elmo and Zoe continue playing, but they use a bigger cart to fit the ball in it.	Big/small	MAT-08
<b>MATH – Ep 10</b>	<u>Let's Play More or Less!</u>	Grover invites Elmo and Zoe to take part in a game where you turn the wheel and get something more or less.	Between	MAT-07
<b>MATH – Ep 11</b>	<u>Painting In Between</u>	Grover tells Elmo and Zoe where the objects are when they are between something or someone. Elmo and Zoe continue drawing, Ma'zooza stands between them with an umbrella protecting the friends from the rain.	Outside/inside	MAT-03
<b>MATH – Ep 12</b>	<u>Put the Mango in the Cart!</u>	Elmo, Zoe and Cookie Monster play "Mango line," but all the mangoes are rolling out of their cart. Grover explains to his friends where the objects are, if they are inside or outside. Elmo and Zoe close the cart doors to keep the mangoes from rolling outside or to keep them inside.	Fast/slow	MAT-09

Episode #	Title	Description	Subject	Lesson plan
<b>MATH – Ep 13</b>	<u>Dancing Fast, Dancing Slow!</u>	Zoe makes a batch of leaves very quickly, Elmo is moving very slowly. Grover explains that playing and working with different speeds is absolutely normal.	Fast/slow	MAT-06
<b>MATH –Ep 14</b>	<u>What’s Heavier Than a Mango?</u>	Grover tells Elmo, Zoe and Cookie Monster about weight. After that, the friends weigh different objects and compare their weights.	Weight	MAT-05
<b>MATH – Ep 15</b>	<u>More Leaves on the Tree!</u>	Grover tells about “more” and “less.” The friends play a new, interesting game together.	More/less	MAT-07
<b>MATH – Ep 16</b>	<u>Big Ears, Small Ears!</u>	Elmo’s ears are too big for him; they cover his eyes. Grover explains about “big and small,” and Zoe makes the hare’s ears smaller.	Big/small	MAT-08
<b>MATH – Ep 17</b>	<u>Height of the Hen House!</u>	Elmo and Zoe’s ball is stuck high in a bush. Grover tells his friends how to measure height. The Elephant helps Elmo and Zoe get the ball out of the bush.	Height	MAT-04
<b>MATH – Ep 18</b>	<u>The Chickens are Fast Asleep!</u>	Elmo and Zoe play a game where Zoe calls weather, and Elmo reproduces the weather using his musical instruments. Grover explains how one can do things fast or slow. Elmo plays instruments even faster than before.	Fast/small	MAT-06
<b>MATH – Ep 19</b>	<u>How Big is This Bubble?</u>	Elmo and Zoe are playing with bubbles. Grover explains about small and big things. After that, the friends continue playing with the Ladybird, Elephant and Grover and make big bubbles.	Big/small	MAT-08

Episode #	Title	Description	Subject	Lesson plan
<b>MATH – Ep 20</b>	<u>Who’s the Heaviest?</u>	Elmo and Zoe play “Who’s the heaviest?” game with Ma’zooza and Jad. Grover tells them about weight using a balloon.	Weight	MAT-05
<b>MATH – Ep 21</b>	<u>Triangle Explorers!</u>	Grover introduces his friend Ms. Triangle to Elmo and Zoe. The friends are building a pyramid using cardboard triangles.	Triangle/ pyramid	MAT-02
<b>MATH – Ep 22</b>	<u>Three Sides to Every Story!</u>	Grover shows how to use paper triangles to make a pyramid. Elmo, Zoe, Ms. Hen and Ma’zooza are making tree leaves using triangles.	Triangle/ pyramid	MAT-02
<b>MATH – Ep 23</b>	<u>Between Two Trains!</u>	Grover teaches Elmo and Zoe to put things in their places. Elmo and Zoe play a railway game and place carriages between the locomotive and the other carriages.	Between	MAT-03
<b>MATH – Ep 24</b>	<u>Flowers in the Box!</u>	Grover tells Elmo and Zoe about “inside” and “outside.” The friends draw flowers inside and outside the box.	Outside/inside	MAT-09
<b>MATH – Ep 25</b>	<u>Chickens Under the Table!</u>	Elmo and Zoe play veterinarian. Grover tells his friends about “above” and “under” using hens. Elmo and Zoe continue playing veterinarian with hens.	Over/under	MAT-10
<b>MATH – Ep 26</b>	<u>How Tall is Your Turtle?</u>	Grover tells Elmo, Zoe and Turtle how to measure height. Turtle uses a big leaf to be taller and pretends to be a giraffe.	Height	MAT-04
<b>MATH – Ep 27</b>	<u>More Here, Less There!</u>	Elmo and Zoe are building towers of cubes. Grover tells them about “more” and “less.” Zoe shares her cubes with Elmo; now Elmo has more cubes.	More/less	MAT-07

Episode #	Title	Description	Subject	Lesson plan
<b>MATH – Ep 28</b>	<u>The Plane is Too Wide!</u>	Grover tells Elmo and Zoe how to measure width. Zoe measures Elmo’s hands using a stick to know if there will be enough space for Elmo between two trees.	Width	MAT-11
<b>MATH – Ep 29</b>	<u>The Grover Games!</u>	Elmo, Zoe and Jad are throwing the ball over the tree branch. Grover offers to play a game where they need to go above and below different objects.	Over/under	MAT-10
<b>MATH – Ep 30</b>	<u>Under the Rain Cloud!</u>	Grover tells his friends about “above” and “below.” Elmo and Zoe finish their drawing using chalk; they draw their friends.	Over/under	MAT-10
<b>MATH – Ep 31</b>	<u>Circle the Hoop!</u>	Elmo and Zoe’s circle breaks and becomes a straight line. Grover introduces his friend Circle to Elmo and Zoe. Now Zoe knows how to make a circle out of a straight line.	Circle/sphere	MAT-01
<b>MATH – Ep 32</b>	<u>Meet the Circles!</u>	Elmo and Zoe are playing with a toy wheel. Elmo wants to roll a little stone but it won’t roll. Grover introduces his friend Circle to Elmo and Zoe. The friends continue rolling the Circle.	Circle/sphere	MAT-01
<b>MATH – Ep 33</b>	<u>Froggy in Between!</u>	Elmo and Zoe play frogs. Grover shows them different games where certain objects are placed between the other objects. Elmo and Zoe continue playing frogs and jump between cubes.	Between	MAT-03
<b>MATH – Ep 34</b>	<u>Big Fish, Small Fish!</u>	Elmo and Zoe are drawing fish of different sizes on the wall. Grover tells his friends what can be big and what can be small. Elmo and Zoe decided to exchange chalk so it will be more comfortable for them to draw.	Big/small	MAT-08

Episode #	Title	Description	Subject	Lesson plan
<b>MATH – Ep 35</b>	<u>Color Square!</u>	Elmo and Zoe are playing with a ball. When friends meet Square, they decide to make a cube.	Square/cube	MAT-01
<b>MATH – Ep 36</b>	<u>It's Hip to be Square!</u>	Elmo and Zoe play a game in which they need to hit a square they drew on the sand using a bottle lid. Grover introduces his friend Square to Elmo and Zoe. Now Elmo and Zoe use a cardboard box to throw lids into.	Square/cube	MAT-01
<b>MATH – Ep 37</b>	<u>Picture This Width!</u>	Elmo is trying to draw all his friends on one piece of paper, but there isn't enough space for all of them on the paper. Grover tells Elmo how to measure width. Elmo is drawing his friends again, but on a wider piece of paper and now all his friends are in the beautiful picture.	Width	MAT-11
<b>MATH – Ep 38</b>	<u>Jump Inside,</u> <u>Jump Outside!</u>	Elmo doesn't understand what is "inside" and "outside." After an interesting study Grover's friends play a musical game in a circle. They come inside and go outside one by one.	Outside/inside	MAT-09

## Social Emotional Learning (SEL)

Episode #	Title	Description	Subject	Activity
<b>SEL – Ep 1</b>	<u>Cookie is Frustrated</u>	Cookie Monster is drawing on asphalt with chalk, but the wind blows leaves onto his drawing. Cookie Monster acts unusual. Basma, Jad and Ms. Hen explain to Cookie Monster that his feeling is called “irritation” and tell him how to feel good again.	Frustration	SEL-03
<b>SEL – Ep 2</b>	<u>Zoe is Jealous</u>	Zoe is trying to repeat an acrobatic stunt on one leg that Elmo has done. She isn’t able to do it and falls down. Basma, Jad and Ms. Hen help Zoe and explain how she can believe in herself again.	Jealousy	SEL-02
<b>SEL – Ep 3</b>	<u>Cookie is Sad</u>	Cookie Monster feels sad because he forgot the lyrics of a song he wrote for Turtle’s birthday. Basma and Jad help Cookie Monster deal with his sadness and ask him to draw his feelings. Drawing helps Basma cope with her negative emotions too.	Sad	SEL-05 SEL-08
<b>SEL – Ep 4</b>	<u>Elephant is Fearful</u>	Elephant can’t slide down the slope because she is afraid of heights. Basma and Jad tell Elephant that she can slide down despite her fear. The friends teach Elephant how to overcome fear.	Fear	SEL-07 SEL-08
<b>SEL – Ep 5</b>	<u>Cookie is Determined</u>	Cookie Monster is practicing a karate move, but nothing is working out. Basma and Jad tell Cookie Monster how not to stop being decisive and achieve your goals.	Determination	SEL-06



Episode #	Title	Description	Subject	Activity
<b>SEL – Ep 6</b>	<u>Zoe is Angry</u>	Zoe is angry at Grover because he lost her favorite stone. Basma and Jad tell Zoe how she can cope with her emotions and continue playing.	Anger	SEL-01 SEL-08
<b>SEL – Ep 7</b>	<u>Elephant is Nervous</u>	Elephant promised Cookie Monster and Turtle that they would sing a song together. Elephant can't stop worrying. Basma and Jad tell Elephant how she can calm down.	Nervous	SEL-08
<b>SEL – Ep 8</b>	<u>Elmo is Sad</u>	Elmo was drawing a beautiful picture but he lost his yellow pencil. Basma and Jad explain to Elmo that he feels sad because of that and tell him how to cope with sadness.	Sad	SEL-05 SEL-08
<b>SEL – Ep 9</b>	<u>Zoe is Excited</u>	Jad is so happy playing a game. Zoe is also filled with joy because she jumped rope ten times. The friends learn how to deal with emotions by using their breath.	Excited	SEL--08
<b>SEL – Ep 10</b>	<u>Elmo is Jealous</u>	Elmo and Zoe are playing with trains. Elmo envies Zoe because her train makes better sounds than his. Basma and Jad help Elmo realize what emotion he feels and explain how to deal with it.	Jealousy	SEL-02
<b>SEL – Ep 11</b>	<u>Grover is Frustrated</u>	Grover plays a restaurant owner, but the hens won't sit at the table. Basma, Jad and Ms. Hen tell Grover how he can calm down and not lose his temper.	Frustration	SEL-03
<b>SEL – Ep 12</b>	<u>Elmo is Fearful</u>	Elmo and Turtle build a house, but it is too dark inside it. Elmo is afraid to come in. Basma and Jad tell him how to calm down and overcome his fear.	Fear	SEL-07 SEL-08

Episdoe #	Title	Description	Subject	Activity
<b>SEL – Ep 13</b>	<u>Cookie is Fearful</u>	Cookie Monster plays with Elephant, Turtle and Zoe. Cookie Monster is afraid of sitting in the cart Elephant is pulling. Basma and Jad tell Cookie Monster how he can draw his fear and let it go.	Fear	SEL-07 SEL-08
<b>SEL – Ep 14</b>	<u>Elmo is Angry</u>	Elephant has accidently broken Elmo’s cardboard plane. Basma, Jad and Ms. Hen explain to Elmo that the weird feeling he has is called anger and they tell him how he can cope with this emotion.	Anger	SEL-01 SEL-08
<b>SEL – Ep 15</b>	<u>Grover is Excited</u>	Grover is so happy that his grandma is going to visit him. He can’t cope with the feeling of excitement that overwhelms him. Basma and Jad tell Grover how he can calm down but stay happy.	Excited	SEL-08
<b>SEL – Ep 16</b>	<u>Elephant is Excited</u>	Elephant invented a new beautiful dance and she is overwhelmed by excitement. Basma and Jad ask Elephant to draw this strong emotion of excitement and to calm down a little this way.	Excited	SEL-08
<b>SEL – Ep 17</b>	<u>Zoe is Nervous</u>	Grover and Zoe are doing exercises. Grover shows several interesting moves. Zoe is worried she won’t be able to repeat them, because she is not as flexible as Grover. Basma and Jad help Zoe cope with her worries.	Nervous	SEL-08
<b>SEL – Ep 18</b>	<u>Elmo is Nervous</u>	Elmo is trying hard to draw Elephant’s portrait. He is worried because Elephant may not like his work. Basma and Jad help Elmo cope with his worries.	Nervous	SEL-08

Episode #	Title	Description	Subject	Activity
<b>SEL – Ep 19</b>	<u>Grover is Angry</u>	Grover got angry with Halum who has accidentally broken Grover’s very special tall hat. Basma and Jad tell Grover what to do to feel better.	Anger	SEL-01
<b>SEL – Ep 20</b>	<u>Turtle is Determined</u>	Turtle is trying to fly a kite, but it won’t fly. Basma and Jad help Turtle not stop being decisive and finally fly that kite.	Determination	SEL-06
<b>SEL – Ep 21</b>	<u>Zoe is Determined</u>	Zoe is eager to make Grover’s sculpture, but she can’t. Basma and Jad help Zoe not stop being decisive.	Determination	SEL-06
<b>SEL – Ep 22</b>	<u>Turtle is Jealous</u>	Turtle and Grover play hopscotch. But Turtle can’t jump as well as Grover. Basma and Jad explain to Turtle that she is “jealous” and help her cope with that feeling.	Jealousy	SEL-02
<b>SEL – Ep 23</b>	<u>Grover is Sad</u>	Grover lost one of the juggling rings his grandma gave him. Basma and Jad help Grover let go of his sadness.	Sad	SEL-05 SEL-08
<b>SEL – Ep 24</b>	<u>Turtle is Angry</u>	Turtle is drawing a picture, but she accidentally made a paint spot on it. She is so upset because of that. Basma and Jad help Turtle calm down and let go of her sadness.	Anger	SEL-01
<b>SEL – Ep 25</b>	<u>Grover is Nervous</u>	Grover is preparing a performance for Ma’zooza and her friends, but he is very worried before it. Basma and Jad tell him how to cope with his worries and irritation.	Nervous	SEL-08
<b>SEL – Ep 26</b>	<u>Elmo is Frustrated</u>	Elmo is drawing the park but he is frustrated because hens block the view. Basma and Jad help Elmo calm down and continue his work.	Frustrated	SEL-03

Episdoe #	Title	Description	Subject	Activity
<b>SEL – Ep 27</b>	<u>Cookie is Excited</u>	Cookie Monster and Elephant are preparing a performance for their friends. Cookie Monster can't cope with his emotions and conduct the rehearsal. Basma and Jad help Cookie Monster calm down and finally lead a good performance.	Excited	SEL-08
<b>SEL – Ep 28</b>	<u>Grover is Determined</u>	Grover is trying to build a hen house, but he fails. Basma and Jad help Grover not stop being decisive and finish the hen house.	Determination	SEL-06
<b>SEL – Ep 29</b>	<u>Ameera is Sad</u>	Ameera was looking for the most beautiful leaf. When she finally found it, she lost it. Basma and Jad help Ameera realize that she feels sadness and tell her how to let go of her sad feelings.	Sad	SEL-05 SEL-08
<b>SEL – Ep 30</b>	<u>Cookie is Nervous</u>	Cookie Monster is playing with Elephant and Zoe. Now it is Cookie Monster's turn to make a roll, but he's unable to do it because he is worried a lot. Basma and Jad help Zoe cope with her fear.	Nervous	SEL-08
<b>SEL – Ep 31</b>	<u>Zoe is Fearful</u>	Zoe is afraid of falling down. Basma and Jad help Zoe cope with her fear.	Fear	SEL-07 SEL-08
<b>SEL – Ep 32</b>	<u>Turtle is Sad</u>	Turtle is sad because her car has broken. Basma and Jad help Turtle cope with her sadness.	Sad	SEL-05 SEL-08
<b>SEL – Ep 33</b>	<u>Elephant is Frustrated</u>	Elephant and hens are playing a "Freeze" game, but every time Elephant freezes, her trunk still moves and she's frustrated because of that. Basma and Jad help Elephant cope with her irritation and continue playing the game.	Frustration	SEL-03

Episode #	Title	Description	Subject	Activity
<b>SEL – Ep 34</b>	<u>Ameera is Angry</u>	Ameera is playing with Cookie Monster. She made a beautiful wreath of leaves, but it accidentally fell apart, which made her angry. Jad and Basma help Ameera cope with her anger.	Anger	SEL-08
<b>SEL – Ep 35</b>	<u>Ameera is Excited</u>	Ameera, Halum, Zoe and Ma’zooza are playing musical instruments. Ameera is happy but she can’t wait for her turn to play and she spoils the music. Basma and Jad help Ameera cope with her excitement.	Excited	SEL-08
<b>SEL – Ep 36</b>	<u>Ameera is Frustrated</u>	Ameera wants to interview Halum, but she can’t do that because Halum can’t concentrate. Basma and Jad help Ameera cope with her irritation.	Frustration	SEL-08
<b>SEL – Ep 37</b>	<u>Ameera is Jealous</u>	Ameera is jealous because her paper plane doesn’t fly as far as Halum’s plane. Basma and Jad explain to Ameera what jealousy is and help her let this feeling go.	Jealousy	SEL-02
<b>SEL – Ep 38</b>	<u>Turtle is Fearful</u>	Turtle can’t perform on the stage because she heard a strange loud sound and she got scared. Basma and Jad get Turtle to do a joyful “twist and turn” dance and calm down while moving fast. This method helps Jad feel better too and he performs at a talent show.	Fear	SEL-07 SEL-08

## Health and Safety

Episode #	Episode	Description	Subject	Activity
<b>H&amp;S – Ep 1</b>	<u>Courage at the Clinic!</u>	Elmo is afraid of medical check up at Ms. Natali’s polyclinic. His friends make a character show. They tell Elmo how to make a medical check up, it is not scary at all.	Medical Visits	HS-09
<b>H&amp;S – Ep 2</b>	<u>Learn to Love Yourself!</u>	Elmo can’t name things he likes about himself. In a game the friends help Elmo and tell him what they like about him.	Identifying/ Appreciating Oneself	HS-01
<b>H&amp;S – Ep 3</b>	<u>Speaking Up Is Never Silly!</u>	Jad doesn’t like the game all friends play. Uncle Loui encourages Jad to talk about his discomfort. The children choose a game everyone likes to play.	Speak Up!	HS-07
<b>H&amp;S – Ep 4</b>	<u>Hotsy, Totsy, Handwashing!</u>	Children play “Hot potato” and make their hands dirty. Uncle Loui tells the children how to wash hands correctly.	Healthy Hygiene	HS-05
<b>H&amp;S – Ep 5</b>	<u>A Good Leader Speaks Up!</u>	Uncle Loui encourages Elephant and Elmo to say when they don’t want to play a game.	Speak Up!	HS-07
<b>H&amp;S – Ep 6</b>	<u>Race Around the Water!</u>	Friends are playing in an obstacle race. Elmo stops everyone in front of the imaginary river. Uncle Loui praises the friends for remembering that they can’t approach the water without adults.	Safe/Unsafe Water	HS-03
<b>H&amp;S – Ep 7</b>	<u>Trace Your Traits!</u>	The friends are drawing Elmo. Uncle Loui traced Elmo’s body’s outline and the friends drew the rest of the body parts.	Identifying/ Appreciating Parts of the Body	HS-04

Episode #	Episode	Description	Subject	Activity
<b>H&amp;S – Ep 8</b>	<u>Take a Break to Feel Better!</u>	Jad is feeling dizzy because of the game. Uncle Loui suggests that Jad should sit and have a rest.	Informing Caregivers When Feeling Ill	HS-06
<b>H&amp;S – Ep 9</b>	<u>Stick to the Safe Path!</u>	Basma and Jad are hiding balls and their friends are looking for them. Basma decides to hide the ball in a different and unexpected place. Uncle Loui reminds them how important it is to remember about safe places to play.	Outside Safety	HS-03
<b>H&amp;S – Ep 10</b>	<u>Count On Your Community!</u>	The friends are building sculptures from different materials they have around them. Zoe wants to make a sculpture by herself, but she can't do it. Uncle Loui suggests that she should ask people around (her community) for help.	Adult Support	HS-02
<b>H&amp;S – Ep 11</b>	<u>Safe Water Is Covered Water!</u>	The friends are having a picnic. Elmo, Halum and Zoe bring water without a lid. Uncle Loui warns that it is not safe to drink water from open containers. Turtle saves the situation.	Safe/Unsafe Water	HS-08
<b>H&amp;S – Ep 12</b>	<u>Vaccines Keep Us Safe!</u>	Doctor Ms. Natalia explains how important vaccination is for everyone's health after she heard that camel Elmo is afraid of vaccines.	Medical Visits	HS-09
<b>H&amp;S – Ep 13</b>	<u>Sharing Steps to Latrine Health!</u>	Jad and Elmo forget about things they need to do before and after using the toilet. The friends decide to help the guys and make a reminder poster.	Healthy Hygiene	HS-05
<b>H&amp;S – Ep 14</b>	<u>Celebrate Your Special Skills!</u>	The friends decide to have a performance where everyone will show what they like to do most of all. Zoe can't decide what she likes the most. The friends support Zoe and help her see her strong points.	Identifying/ Appreciating Oneself	HS-01

Episode #	Episode	Description	Subject	Activity
<b>H&amp;S – Ep 15</b>	<u>Speak Up To Protect Your Body!</u>	Elephant doesn't like it when she is called Ele instead of Elephant. Uncle Loui tells her that every person's name is important and no one can change it without the person's consent. He encourages Elephant to ask her friends not to change her name.	Speak Up!	HS-07
<b>H&amp;S – Ep 16</b>	<u>Your Name Matters!</u>	Basma doesn't like it when someone touches her ponytails. Uncle Loui encourages Basma to tell her friends. They listened to Basma and changed the game. Now the game is fun for everyone.	Speak Up!	HS-07
<b>H&amp;S – Ep 17</b>	<u>Ask Before You Act!</u>	During an active game, Grover noticed that Turtle was behind the group. He stopped and decided to help her catch up with everybody. Turtle didn't like that Grover picked her up without her permission. Uncle Loui explains that even good intentions can make another person feel uncomfortable. He asks Turtle to tell Grover.	Speak Up!	HS-07
<b>H&amp;S – Ep 18</b>	<u>Sticky Scrubbers!</u>	Jad and his friends are going to make a big, beautiful kite. The friends can't finish their work because there is a sticky glue on their hands. Ameera suggests they should wash their hands and continue working.	Healthy Hygiene	HS-05
<b>H&amp;S – Ep 19</b>	<u>Every Body is Unique!</u>	The children play a game in which they need to repeat after the leader. Elmo is moving his fingers, but Elephant and Ms. Hen can't repeat that move. The friends decide to change the game so that it would be fun for everyone.	Identifying/ Appreciating Parts of the Body	HS-04



Episode #	Episode	Description	Subject	Activity
<b>H&amp;S – Ep 20</b>	<u>Tell Your Friends How You Feel!</u>	Basma wants to swing alone and she doesn't like it when her friends swing with her. Uncle Loui encourages Basma to tell that to her friends.	Speak Up!	HS-07
<b>H&amp;S – Ep 21</b>	<u>Safety Sailboat Race!</u>	Children want to arrange a water race but they remember that they are not allowed to play near the water without adults. Uncle Loui offers an interesting solution.	Safe/Unsafe Water	HS-03
<b>H&amp;S – Ep 22</b>	<u>Speak Up When You Feel Ill!</u>	The children play a "Freeze" game. Basma doesn't feel good, but she continues playing the game. Uncle Loui explains to Basma that her health is much more important than any game and that she must tell an adult if she feels bad.	Informing Caregivers When Feeling Ill	HS-06
<b>H&amp;S – Ep 23</b>	<u>Look Both Ways When You Play!</u>	The friends are playing near cars. When Turtle's ball rolls onto the road, she is going to get it and doesn't pay attention to the cars. Uncle Loui explains to her that it is important to cross the road with the adults and look left then right to check to see if cars are approaching.	Outside Safety	HS-03
<b>H&amp;S – Ep 24</b>	<u>Healthy Kids Need Check Ups Too!</u>	The friends are playing "Medical Check Up" with Ms. Natalia. Jad says he doesn't need the check up because he is healthy and he did the check up last year. Ms. Natalia explains how annual medical check ups are important.	Medical Visits	HS-09
<b>H&amp;S – Ep 25</b>	<u>Guess the Safe Adult!</u>	The children play "Guess Who" and talk about adults around them who they can trust.	Adult Support	HS-06
<b>H&amp;S – Ep 26</b>	<u>Thirsty Explorers!</u>	The friends were playing "Research" and became thirsty. Uncle Loui brings them water and explains how to recognize drinkable and undrinkable water.	Safe/Unsafe Water	HS-08

Episode #	Episode	Description	Subject	Activity
<b>H&amp;S – Ep 27</b>	<u>Appreciating Body Parts!</u>	The friends are playing “Dancing-tumbling-having-fun”; Elmo can’t really control his body. The friends learn together what each part of the body can do.	Identifying/ Appreciating Parts of the Body	HS-04
<b>H&amp;S – Ep 28</b>	<u>Latrine Shoes!</u>	When Turtle needs to go to the toilet, Uncle Loui invents a funny game that helps the children remember how to use the toilet correctly.	Healthy Hygiene	HS-09
<b>H&amp;S – Ep 29</b>	<u>Signs of Illness!</u>	Turtle got sick and Uncle Loui takes her to the doctor, Ms. Natalia. The friends are making a comfortable reading circle to support Turtle. Turtle joins them with pleasure.	Informing Caregivers When Feeling Ill	HS-06
<b>H&amp;S – Ep 30</b>	<u>Race Away From Muddy Messes!</u>	Elmo, Basma, Jad, Ms. Hen and Grover arranged a sack race in the park. The friends check together if they have chosen a safe place to play.	Outside Safety	HS-03
<b>H&amp;S – Ep 31</b>	<u>Making Friends at Market Day!</u>	When friends play a “Market” game, Turtle becomes sad because she is new, she doesn’t know anyone and she has no task in the game. Basma helps Turtle get to know new friends.	Adult Support	HS-02
<b>H&amp;S – Ep 32</b>	<u>Please Ask for Safe Water!</u>	Elmo is playing and he is thirsty. He’d love to drink water but he doesn’t know which water is for drinking.	Safe/Unsafe Water	HS-08
<b>H&amp;S – Ep 33</b>	<u>Hello, Handwashing!</u>	Interesting game helps children learn how to wash hands correctly.	Healthy Hygiene	HS-05
<b>H&amp;S – Ep 34</b>	<u>Protecting Granny from Germs!</u>	Grover didn’t have time to get vaccinated because he has millions of different things to do. The friends help Grover finish all the things he has to do so he is able to get vaccinated.	Vaccines	HS-09

Episode #	Episode	Description	Subject	Activity
<b>H&amp;S – Ep 35</b>	<u>Healthcare Heroes!</u>	Turtle doesn't know what she wants to be in the future. She goes to Ms. Natalia at the polyclinic and asks her about healthcare occupations.	Medical Visits	HS-09
<b>H&amp;S – Ep 36</b>	<u>Take A Break For The Latrine!</u>	Basma is absorbed in the game, so she runs to the toilet too late and forgets about the toilet use rules. Uncle Loui reminds Basma that our health is number one.	Healthy Hygiene	HS-05
<b>H&amp;S – Ep 37</b>	<u>Chasing The Germs Away!</u>	The friends are playing tag with a ball. Ms. Natalia comes to visit them; she uses the ball to explain to the friends how vaccines work and how they eliminate microbes which cause illnesses.	Vaccines	HS-09
<b>H&amp;S – Ep 38</b>	<u>Fishing for Water Safety!</u>	The friends decide to play fishing and ask the grown up – Uncle Loui – to keep an eye on them near the water.	Safe/Unsafe Water	HS-03

## Science

Episode #	Title	Description	Subject	Activity
<b>SCI – Ep 1</b>	<u>How to Make an Elephant Shadow!</u>	Ameera helps Elmo and Cookie Monster to make a shadow of Elephant. The friends turn the game into fun.	Shadows	SCI-01
<b>SCI – Ep 2</b>	<u>Where’d the Sun Go?</u>	Elmo, Ameera and Cookie Monster are playing a game. One of them is showing a shadow and someone else is tracing it. To make Cookie Monster’s shadow, the friends use Circle and a lamp.	Shadows	SCI-01
<b>SCI – Ep 3</b>	<u>Down the Mountain We Go!</u>	Elmo, Ameera and Turtle are playing a game in which they are cars driving to the mountain top. In order to drive down, the friends are making a ramp. The friends notice that it is much easier to drive on the even surface than on the hilly one.	Ramps	SCI-03
<b>SCI – Ep 4</b>	<u>Guess What Made the Shadow!</u>	Ameera, Cookie Monster and Elmo are playing “Guess whose shadow it is” and they compare different objects with the shadows Ameera has drawn.	Shadows	SCI-01
<b>SCI – Ep 5</b>	<u>Shadow Hunt!</u>	Elephant and Turtle help Elmo search for his lost shadow. Ameera tells her friends how shadows appear and why they disappear.	Shadows	SCI-01
<b>SCI – Ep 6</b>	<u>Raise That Flag!</u>	Elmo, Ameera and their friends decided to hoist the flag above their castle. Ameera suggested that they should use a simple elevator so Cookie Monster can hoist the flag.	Pulleys	SCI-05

Episode #	Title	Description	Subject	Activity
<b>SCI – Ep 7</b>	<u>Bridge of Sticks!</u>	Elmo, Ameera, Cookie Monster and Elephant are building a sand city. The friends are making a river around the city and a bridge so that the citizens can cross the river.	Bridges	SCI-02
<b>SCI – Ep 8</b>	<u>Lift That Cookie!</u>	Cookie Monster made a huge cake. Ameera and Elmo made a lever to help Cookie Monster deliver the cake to the picnic.	Levers	SCI-04
<b>SCI – Ep 9</b>	<u>Rocks in the Gully!</u>	Elmo and Ameera are colouring pebbles for the hill race. There is a pothole on the road hampering the joyful race. The friends are building a bridge using different materials, but it breaks. The children try different options until the bridge becomes strong enough and the pebbles can roll across it.	Bridges	SCI-02
<b>SCI – Ep 10</b>	<u>Turtle’s Triangle Tower!</u>	Elmo, Ameera and Turtle have built a tower. Elmo accidentally crashes it. Using the shadow the friends traced earlier, they must build the tower one more time.	Shadows	SCI-01
<b>SCI – Ep 11</b>	<u>Falling Feathers!</u>	The friends are playing at running a theatre. Turtle’s task in the play is to throw colorful feathers from the top of the stage. But Turtle can’t lift the heavy bucket. Ameera is making an elevator and children continue their play.	Pulleys	SCI-05
<b>SCI – Ep 12</b>	<u>Ameera Upstage!</u>	When children are dancing to music they suddenly have an idea to arrange a talent show. They must think of how to help Ameera come up onto the stage in her wheelchair.	Ramps	SCI-03
<b>SCI – Ep 13</b>	<u>When the Wind Blows...</u>	The wind blows Cookie Monster’s hat off into a high tree. Ameera is making a lever to lift Cookie Monster up to the branch so that he can get his hat.	Levers	SCI-04

Episode #	Title	Description	Subject	Activity
<b>SCI – Ep 14</b>	<u>Statue Goalie!</u>	Grover left his statue in the middle of the playground, so the friends can't play. Ameera, Elmo, Elephant and Zoe make a lever which will help them move the statue and continue playing.	Levers	SCI-04
<b>SCI – Ep 15</b>	<u>Elmo and Turtle's Super Fast Games!</u>	Elmo and Turtle are rolling balls down the slopes. Ameera says the slope incline must be changed so that the balls will roll faster.	Ramps	SCI-03
<b>SCI – Ep 16</b>	<u>How Many Pebbles Can a Bridge Hold?</u>	Turtle, Elmo and Ameera are playing the "How many pebbles can the bridge carry?" game. The children are selecting the materials and measuring the width and height of the future bridge until they design the strongest one.	Bridges	SCI-02
<b>SCI – Ep 17</b>	<u>Chicken Needs a Break!</u>	Elmo and Ameera use the idea of an elevator to send and receive messages.	Pulleys	SCI-05
<b>SCI – Ep 18</b>	<u>Ma'zooza is Missing!</u>	Ameera and Elmo find lost Ma'zooza on the tree. She can't come down from the tree. The friends decide to make a ramp to help her get down.	Ramps	SCI-03
<b>SCI – Ep 19</b>	<u>First Annual Marathon of Cardboard City!</u>	Ameera and Elmo decided to build a bridge. They realized that, to make the bridge strong, they need to choose the correct size and width for it.	Bridges	SCI-02
<b>SCI – Ep 20</b>	<u>3-2-1... Knock 'Em Down!</u>	Elmo and Ameera are rolling stones down slopes and the balls must hit the holes. When the balls miss the holes, the friends decide to change the slope incline to make the balls move faster.	Ramps	SCI-03

Episode #	Title	Description	Subject	Activity
<b>SCI – Ep 21</b>	<u>The Best Mango Juice in the Park!</u>	Turtle can't cross the swamp. Elmo and Ameerah are building a bridge to help their friend cross the swamp.	Bridges	SCI-02
<b>SCI – Ep 22</b>	<u>Build a Bigger Balance!</u>	Elmo, Ameerah and Grover are playing a balance game. Grover is holding a carrying pole on his shoulder and can't balance the weight. The friends learn together how to balance.	Levers	SCI-04
<b>SCI – Ep 23</b>	<u>Feed the Monkeys!</u>	Elmo and Turtle are playing Monkeys. Turtle wants to climb the slope and bring food to the monkeys but she can't do it. Ameerah helps make an elevator to lift the food up.	Pulleys	SCI-05
<b>SCI – Ep 24</b>	<u>Don't Step on the Sand Dragon!</u>	The children are playing a game in which they can't touch the sand. They choose different materials to build a bridge strong enough for Ms. Hen, Ma'zooza and even Elephant to cross.	Bridges	SCI-02
<b>SCI – Ep 25</b>	<u>Way Off Track!</u>	Ameerah and Elmo built a roller coaster for the ball, but the ball won't roll as the friends have planned. The need to think together about what to do to make it work.	Ramps	SCI-03
<b>SCI – Ep 26</b>	<u>Lights Out!</u>	While the friends are playing shadow theatre and guessing shadows, the light on the stage disappears. Ameerah suggests they should replace the artificial light (lamp) by the natural light (sun) and continue playing.	Shadows	SCI-01

## Meet the characters!

The Sesame Street characters are called Muppets. The Muppets support the curriculum by embodying natural characteristics of children, such as playfulness, curiosity, and task persistence. Each Muppet has a different personality, and they use each other's personality traits to help them overcome challenges and learn from and with one another.



### Elmo

Elmo is a Muppet that has all the traits of a very energetic, playful young child. He always wants to be part of everything that is happening. He does not always have the skills or knowledge, but that never stops him from trying, because Elmo has an optimistic view of himself and life.

- **Age:** 3 ½ years-old
- **Strengths:** Optimistic, always tries to do the right thing, open to and initiates making friends
- **Struggles with:** Managing his emotions and reading other's emotions



### Zoe

An energetic four-and-a-half-year-old orange Muppet. When she gets excited to tell someone something, she will often forget what she wanted to say. She's a divergent thinker, so she often comes up with creative ideas that no one else would think of, modeling to viewers ways to playfully problem solve.

- **Age:** 4.5 years-old
- **Strengths:** Confident and strong-willed, fun-loving



### Basma

Basma is a gregarious almost-6-year-old purple Muppet who loves new experiences. She's a born performer and enjoys creating music and sounds.

- **Age:** Almost 6 years old
- **Strengths:** Trying new things (often without a plan), meeting new people
- **Struggles with:** Slowing down to plan things out, finding words to express herself





### Jad

Jad is an almost-six-year-old yellow Muppet. He expresses himself through visual art and has the special skill of painting in mid-air using his grandfather's paintbrush. Jad is a natural organizer - before he does anything, he likes to think it through and make a plan!

- **Age:** Almost 6 years old
- **Strengths:** Planning, organizing and preparing; making lists; putting things in order; painting
- **Struggles with:** Diving into things headfirst, but is learning how to be more spontaneous



### Grover

Grover has endless confidence and never gives up.

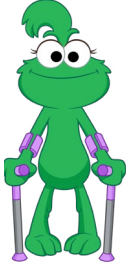
- **Age:** Ageless
- **Strengths:** Willingness to take on any job that needs doing, exploring the world, starting new adventures, coming to the rescue
- **Struggles with:** Making a lot of mistakes, coordination, remembering, self-awareness, perspective taking



### Cookie Monster

Cookie is a friendly and inquisitive Muppet who has an insatiable appetite. He really struggles with controlling his urges, especially when cookies are involved. Cookie Monster also eat healthy foods like fruits and vegetables. He is curious and attentive, often asking questions about things he does not understand.

- **Age:** Ageless
- **Strengths:** Curiosity, Persistence, Cooking, Eating
- **Struggles with:** Being impulsive, being compulsive about everything, big emotions, self-control



### **Ameera**

Ameera is an 8-year-old girl Muppet. A problem solver and very confident, Ameera is a child that's overflowing with a colorful personality. She is a natural born leader and believes there's a solution to every problem, even if she doesn't know what it might be. Ameera has cerebral palsy which has resulted in physical challenges that don't seem to slow her down much. While she doesn't dismiss her disability, she doesn't let it prevent her from fully engaging in the activities of the group.

- **Age:** 8
- **Strengths:** Leadership, Positivity
- **Struggles with:** Getting wrapped up in her own ideas while forgetting to notice everyone else's



### **Ms Natalia**

Ms. Natalia is a children's doctor aged 30 to 40. She is composed and caring. Ms. Natalia is always ready to tell her patients how to look after their health.



### **Mae and Louie**

Mae and Louie are Elmo's parents. Mae is a nurturing mother who takes good care of Elmo. Louie, Elmo's dad is a hands-on dad who loves spending time with Elmo. Together they are the quintessential loving family.

- **Age:** Ageless
- **Strengths:** Curiosity, Persistence, Cooking, Eating
- **Struggles with:** Being impulsive, being compulsive about everything, big emotions, self-control

## Supporting Characters

A crew of additional supporting characters are included to help add humor as a levity to a scene and to engage children in new ways as they learn.

**Ma'zooza**



**Halum**



**Turtle**



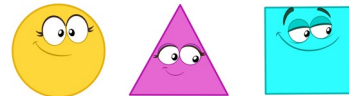
**Ms. Hen**



**Elephant**



**Circle, Ms. Triangle, Square**



## Collaborators

### Sesame Workshop

*Sesame Workshop* is the nonprofit media and educational organization behind the children’s television show *Sesame Street*. Sesame Workshop provides educational programs and content in more than 150 countries, serving vulnerable children through a wide range of media, formal education, and philanthropically funded social impact programs, each grounded in rigorous research and tailored to the needs and cultures of the communities we serve. Learn more at: [sesameworkshop.org](https://sesameworkshop.org).

### United States Agency for International Development (USAID) / Office of Transition Initiatives

*Office of Transition Initiatives* (OTI) is a branch office of the *United States Agency for International Development* which lays the foundations for long-term development of countries in crisis and develops strategies and programs to satisfy specific needs in each country. OTI uses new opportunities on the political landscape to contribute to stability, peace and democracy, activates local initiatives using innovative, adaptive and flexible programming. More about the organization: [usaid.gov/stabilization-and-transitions](https://usaid.gov/stabilization-and-transitions).

### The LEGO Foundation

*The LEGO Foundation* is building a future where learning by playing enables children to reveal their creativity and interest and learn throughout their lives. In cooperation with leaders, influencers, teachers and parents, The LEGO Foundation makes an effort to prepare, inspire and mobilize champions in the game. Learn more at: [legofoundation.com](https://legofoundation.com).

### EdCamp Ukraine

An educational organization established in 2015, EdCamp Ukraine explores educational systems in Ukraine and other countries, studies international best practices, drafts amendments to educational laws, and introduces effective learning and teaching methods, programs and approaches. Today the community unites over 40,000 teachers in schools, pre-schools and non-school institutions, universities and other organizations. More information is here: [edcamp.ua](https://edcamp.ua).