

*When you feel frustrated,
What can you do?
Stop and think—and tell
Someone you know, just how you feel,
Then you can ask them for help.*

THE END

I'm So Frustrated!

1 videocassette20 minutes

First, you can stop what you're doing and give yourself a break.

You can count to ten or if you need more of a break, walk away and do something different for a while—until your frustrated feelings go away.

Another thing you can do when you feel frustrated is to break the problem down little by little. Take each step—one at time.

And finally, when you've tried and tried, and you still can't do it—don't be afraid to ask for help. Everyone needs help sometimes. And when you ask for help you won't feel frustrated, anymore.

See what I mean?

SONG:

*When you feel frustrated,
What can you do?
Stop and count to ten.
When you feel better,
Here's what you can do—
Come back and try it again.*

*When you feel frustrated,
What can you do?
Take it step-by-step
Little by little, inch by inch
You will find success.
You will find success.*

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JENNIFER JUGGLES:

Why certainly! Here’s what to do. To learn how to juggle, you should always start by using three scarves. It’s much easier than using three balls.

CLOWN:

Three scarves?

JENNIFER JUGGLES:

Watch.

CLOWN:

Ahhh! I see. Okay. Let me try. Let’s see if this works.

Look! I can do it! I feel terrific. This is great. I don’t feel frustrated anymore. Hooray!

SONG:

*When you feel frustrated,
What can you do?
Stop and think—and tell
Someone you know, just how you feel,
Then you can ask them for help.*

Conclusion

CLOWN:

You know, every day there are new things to learn and new things to try. It takes time to learn how to do new things and sometimes, you won’t be able to do it. And you’ll feel frustrated. But now you know what to do.

TABLE OF CONTENTS

Introduction2
Learning Objectives4
Summary of the Program5
Using the Program8
Review Questions9
Guidelines for Class Discussion11
Questions for Discussion12
Suggested Activities14
Using Activity Sheets 1-718
Bibliography27
Script28

INTRODUCTION

Part of growing up is learning how to deal with feelings, and much of that learning takes place in school. Children in the primary grades are confronted with the task of learning how to handle anger, sadness, fear, and a multitude of other emotions. One of the most complex of these is frustration. Frustration is, in a sense, a mixture of all the other emotions: a frustrated person feels frightened, unhappy, and angry all at once. Because it is so complex, frustration is a feeling that may be difficult for a young child to identify, and even more difficult for a child to learn how to cope with.

Because children in grades K-2 are constantly learning, it may be safe to say that they are exposed to frustration more often than children of any other age group. Each time they try to master a new skill and experience difficulty, frustration naturally follows. A simple thing like learning to tie a shoelace, or learning how to tell time, can leave a child frustrated and unhappy each time he or she experiences failure. Frustration can result from a difficult homework problem, a game of dominoes, or an unfamiliar vocabulary word.

I'M SO FRUSTRATED! is designed to help students to learn simple techniques for conquering frustration, and to help teachers guide them in this learning process. The program features a video which combines short, realistic vignettes about kids feeling frustrated in a variety of situations. Lively circus music carries the message that it's okay to feel frustrated at times, because this is part of growing up. The video shows that frustration happens to adults as well

make a hole for the bird to go in. She was so frustrated. She had tried everything to get over being frustrated, but she still couldn't make the birdhouse.

She decided it was time to ask for help. So Darlene asked her dad. This time Darlene didn't get frustrated at all because her dad was able to do the things Darlene couldn't do. And together, they built a great little birdhouse. Darlene was able to wrap it up all by herself and she felt very proud when she gave it to her mom.

Darlene did all the right things to get over being frustrated. She took a break. She counted to ten. Then, she tried to find a better way but she still couldn't. Darlene realized that the best thing to do would be to ask her dad for help. Asking someone else to help you is something you can do when you feel frustrated and you can't help yourself.

And right now, that's what I'm going to do. I've tried to juggle three balls, but I just can't. It's time to ask someone for help. I know just the right person, too—my friend Jennifer Juggles.

JENNIFER JUGGLES:

You called?

CLOWN:

Jennifer Juggles! I'm so glad you're here. I've tried and tried to juggle three balls, but I can't. I'm feeling very frustrated. Can you help?

The first thing she tried to do was glue two pieces of wood together. The glue got all over everything, including, Darlene's pants. When she tried to wipe the glue off, she got it on her hands. Things were a mess. And Darlene started feeling a little frustrated.

So Darlene did the right thing. She stopped and counted to ten.

DARLENE:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

CLOWN:

Then Darlene went upstairs to wash her hands and get the glue off. After a few minutes she went back into the garage and started all over again. She broke the problem down into steps.

DARLENE:

This time I won't use as much glue and I'll try some nails. Ouch!

I think I'll stop and do something different.

CLOWN:

After playing for a little while Darlene was ready to start the birdhouse all over again. Darlene got some more wood and thought that some smaller nails would work better.

This time the smaller nails worked much better. She got the sides together, and then the roof. But the roof was crooked. And she didn't know how to

as kids, and it's not something to be ashamed of. But the video does more than illustrate frustration—it gives specific strategies for dealing with this difficult feeling.

The strategies presented in this program will help children work through their frustrations by offering them an understandable and manageable process with which to approach them. They will learn to face frustration by taking a break from the source of the frustration, attacking one part of the problem at a time, and seeking help from others when they have exhausted all other resources.

Watching **I'M SO FRUSTRATED!** and participating in the related activities of the program will help your students learn methods of dealing with, and overcoming, frustration. These are invaluable lessons that children will carry with them throughout life, making them better equipped to face frustrating situations in more positive and productive ways.

LEARNING OBJECTIVES

This program will help students:

- Recognize and identify the feeling called “frustration.”
- Understand that frustration is a normal, healthy response to new or challenging problems.
- Gain reassurance by understanding that everyone gets frustrated sometimes.
- Think about and verbalize their frustrated feelings.
- Learn specific strategies to use when they feel frustrated.
- Identify the people in their lives whom they can seek out for help in frustrating situations.
- Practice techniques for conquering frustration in a safe setting.

Wow! John did it. He solved the problem—one step at a time—little by little—and this time he didn’t get frustrated.

SONG:

*When you feel frustrated,
What can you do?
Take it step-by-step
Little by little, inch by inch
You will find success.*

Scene 3

CLOWN:

Hey, look at me. I can juggle two balls. I’m so proud! When I got frustrated, I stopped and counted to ten. Then I came back and took it step-by-step. And now I’m ready for the next step--three balls at one time.

Ooh! Golly gee! I still can’t do it. Now what? Hey, wait a minute! Maybe I should try what my friend Darlene did when she got frustrated and nothing worked.

You see, Mother’s Day was just around the corner and Darlene was wondering what she could get for her mother. Just then she saw some birds. A birdhouse, that’s what she could give her mom. She knew her father had some pieces of wood and things in the garage, so she went to look.

While John was out playing and not even thinking about math, he suddenly remembered something from school. The teacher let them use blocks to figure out math problems. He could try that! So he went back to look at the problem again. First, he broke the problem down into little parts and did one part at a time. And this time he used crackers to help him count. He read the first part of the problem.

JOHN:

Mary's mom made 7 chocolate chip cookies and 6 peanut-butter cookies.

CLOWN:

He counted out 7 crackers for the chocolate chip cookies. And 6 more crackers for the peanut-butter cookies. He remembered that when he sees the word "and," that means to add the numbers together. So he added 7 and 6 and came up with 13. He wrote that down on his paper. He then read the second part of the problem.

JOHN:

She took 4 cookies away and wrapped them up for her neighbor.

CLOWN:

John knew that when he saw the words "take away" it meant to subtract. So he subtracted 4 from 13. How many cookies did Mary's mom have left? Mary's mom had 9 cookies left.

SUMMARY OF THE PROGRAM

The program opens with a circus clown trying unsuccessfully to juggle three balls. After several failed attempts, the clown declares that he is frustrated. He tells the viewers that everyone feels frustrated sometimes, but he knows some things they can do to make their frustrated feelings go away. The clown sets the stage for each of the three scenes that follow. A music video featuring circus music separates the scenes and recaps the concepts introduced in each.

Scene 1

Tommy tries to build a house with plastic blocks, but he doesn't like the way it looks. He takes it apart and starts to build a fire engine. When Amy comments that it doesn't look like a fire engine, Tommy begins to feel like he can't do anything right; he is starting to feel frustrated. And the harder he tries, the more frustrated he gets. The clown, who acts as narrator, says that there is something that Tommy can do about his frustrated feelings—he can stop and count to ten. This will give him a chance to take a break, and relax a little bit. Tommy counts to ten, and feels that he is ready to start building again. He decides to build a helicopter. But when he cannot figure out how to make the propeller, he starts to get frustrated all over again. The clown suggests that Tommy walk away and do something different, and then come back and try again. Tommy does this, and it works. He finally makes something that he is really proud of—without getting frustrated.

Scene 2

The clown tries again to juggle three balls, but he still cannot do it. He decides to try something a little easier, like juggling just two balls. After he does this successfully, he happily tells the secret of his success—he attacked the problem little by little, one step at a time. Next, the clown introduces a boy named John who is having a very hard time doing his math homework. John has a complicated math problem with several different parts. He tries counting on his fingers, but he keeps running out of fingers. The harder John tries to solve the problem, the more frustrated he gets. So he takes a break and goes outside to play for a while. As he is playing, he remembers that in school the teacher let them use blocks to figure out math problems. John decides to try this, and goes back to look at his homework again. This time he breaks the problem down into little parts and does one part at a time, using crackers to help him count. John comes up with the right answer—and he doesn't get frustrated.

Scene 3

The clown tells how proud he is that he is able to juggle two balls successfully. He recaps his methods for overcoming frustration: first he stopped and counted to ten, next he walked away from the problem, and finally he approached it step-by-step. Now he feels that he is ready for the next step—juggling three balls at a time. He tries again, but drops the balls. Disheartened, he realizes that he still cannot do it and thinks about what his next step should be. Then he remembers that when you have tried everything and still feel frustrated, you can ask for help. He shows how that worked for a girl named Darlene.

Oh my, oh my, I still can't do it. Let me think. Juggling three balls is really hard. Maybe I should try something a little easier. I know, I'll try to juggle just two balls.

Ahhh. I can do it. See, after you stop—you give yourself a chance to try again—this time little by little. I can practice with two balls. Perfect!

You know, I knew a boy named John who used this idea and it worked for him, too. You see, he was having a very hard time doing some math problems for homework. He read the problem over and over again. But John just couldn't figure it out.

JOHN:

Mary's mom made 7 chocolate chip cookies and 6 peanut butter cookies. She took 4 cookies away and wrapped them up for her neighbor. How many cookies did Mary's mom have left?

CLOWN:

At first, John tried counting on his fingers. But he kept running out of fingers.

Then, John couldn't figure out if he should add or take away—or both.

The harder John tried, the more frustrated he got. So what did he do? He stopped, and decided to go outside and play for a little while. When you feel frustrated, doing something else can make you feel better.

make a helicopter. That would be easier, he thought. But then, he couldn't figure out how to make the propeller—and he started to get frustrated all over again.

Tommy needed to take another break. But this time, he knew counting to ten wouldn't be enough. He needed to take a bigger break. So this time he just got up and walked away and did something different—then, after a little while he came back. And you know what? He finally made something he was really proud of. And he didn't get frustrated doing it either.

Sometimes the best thing to do is walk away from what is making you feel frustrated. Do something different! Then...come back and try again. And that worked for Tommy.

SONG:

*When you feel frustrated,
What can you do?
Stop and count to ten.
When you feel better,
Here's what you can do—
Come back and try it again.
Come back and try it again.*

Scene 2

CLOWN:

Well, I think I'm ready to try juggling one more time. Now that I took a break, I don't feel so frustrated anymore. Here we go!

-30-

Darlene is trying to make a birdhouse for her mother. After her first failure she becomes frustrated, so she stops and counts to ten. Then she tackles another step in her project and experiences another failure. She goes out to play for awhile, and when she comes back she makes some real progress on the birdhouse. But there were still many things wrong with it, and she just doesn't know how to fix them. In spite of everything she has tried, she is still frustrated. So Darlene decides it is time to ask her father for help. Her father helps her do the things she has trouble with and together they build a wonderful birdhouse. Darlene feels very proud when she gives it to her Mom.

The clown now concludes that it is time for *him* to ask for help. He summons his friend Jennifer Juggles and tells her his problem. Jennifer suggests that he take it step-by-step and practice with three scarves before he tries to juggle three balls. She demonstrates this for him; the clown tries it and is successful—thanks to his friend's help.

Conclusion

The clown recaps the things a person can do to overcome frustration: Count to ten, take a break, deal with one step at a time, ask for help. He then shows that he has learned to juggle three balls, and the three verses of the song are repeated.

-7-

USING THE PROGRAM

This program teaches basic, easily comprehended concepts about feeling frustrated and what to do about it. It helps children understand that frustration is normal and that everyone, young or old, experiences it; this is a comforting revelation to most children. It also presents easily understandable and applicable strategies for children to use when faced with a frustrating situation, giving children the assurance and confidence they need to approach problems in their lives.

The video is divided into three segments, each a short story about children in different situations feeling frustrated. Each segment is introduced by a clown narrator and followed by a brief music video illustrating a different strategy for dealing with frustration. You may choose to stop the video after each section to give the children an opportunity to discuss what they have just seen and reflect on their own experiences. Or, if you feel it is better for your situation, you may let the entire video play without interruption.

“Questions for Discussion” and “Review Questions” are included in this Guide. Also included is a selection of activities, as well as reproducible activity sheets to give your students the opportunity to apply what they have learned.

like the picture. Tommy studied the picture on the box very carefully and he felt like he could do it. So piece by piece, Tommy started building a fire engine.

AMY:

What’s that suppose to be?

TOMMY:

A fire engine.

AMY:

It doesn’t look like one.

CLOWN:

Tommy agreed. It didn’t look anything like the fire engine in the picture. Tommy was beginning to feel like he couldn’t build anything right. He was starting to feel frustrated.

But he was determined to keep on trying. The more frustrated he got, the harder he tried. But the harder he tried, the more frustrated he got. Finally, Tommy got so frustrated that.....

Oh my! What could Tommy do about his frustrated feelings? Well, he could stop and count to ten. That would give him a chance to take a break, and relax a little bit. Watch what happened when Tommy tried it.

After counting to ten, Tommy thought he was ready to start building, again. This time he decided to

SCRIPT

CLOWN

Aaaahhhh! I want to learn how to juggle. But I CAN'T DO IT! I'm so frustrated!! Ahhhhh!

Do you know what frustrated means? Well, frustrated is how you feel inside when you want to do something—and no matter how hard you try, you just can't do it. Watch me! Up.....up.....up.....

Now watch! I'll do it this time!

Let's try one more time! Can you guess how I feel? You're right. I feel frustrated!

Everyone feels frustrated sometimes. I bet you do, too. But I know some things you can do to make your frustrated feelings go away.

One thing you can do is to stop what you're trying to do—and take a break. Like this.

Let me show you what you can do by telling you about a boy named Tommy and what happened to him when *he* got frustrated.

Scene 1

CLOWN

Tommy was trying to make a house, but he didn't like the way it looked. So, he took the house apart and decided he would try to make a fire engine just

REVIEW QUESTIONS

(1) Why was the clown in the video feeling frustrated? (*He couldn't learn how to juggle three balls at once.*)

(2) What suggestions did the clown give for making your frustration go away? (*Stop and count to ten; take a break and do something different; try to solve the problem little by little, or one step at a time; ask for help*)

(3) What steps did Tommy take to help him get over being frustrated about building something with the plastic blocks? (*He counted to ten, he took a break and did something else.*)

(4) How did John finally manage to solve the math problem? (*He took a break and did something else; he broke it down and solved one part of it at a time, instead of trying to do the whole thing at once.*)

(5) What were some of the things that went wrong when Darlene tried to build a birdhouse? (*The glue made a mess; she hit her finger with the hammer; the roof was crooked; she didn't know how to make a hole for the bird to go in.*)

(6) Who did Darlene ask to help her with the birdhouse? How did he help?

- (7) *(Her father; he helped her do some of the things she was having trouble with.)*
- How did Jennifer Juggles help the clown get over his frustration?
(She showed him how to take it step-by-step and practice juggling with scarves instead of balls.)

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Resources

to obtain books and juggling supplies--
 Hank Lee's Magic Factory
 Mail Order Division
 PO box 789
 Medford, MA 02155
 800-874-7400
 617-391-8749

I'm So FRUSTRATED!

Activity Sheet 7

Name: _____

Use what you learned from the video to make a plan for feeling better when you're frustrated.

Write your plan below.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The page contains 10 sets of these lines for writing.

GUIDELINES FOR CLASS DISCUSSION

Group discussions are an invaluable way to explore ideas and issues, foster creativity, and build communication and social skills. The following guidelines can help you maintain a "discussion-friendly" classroom.

- **Create a climate of openness and acceptance.** Encourage students to show respect for the opinions of others and model this behavior yourself.
- **Establish ground rules.** Allow students to participate in formulating them. Rules will vary, but should include some form of these:
 - No put-downs, ridicule, or sarcasm.
 - Everyone may speak without interruption.
 - Everyone has the right to pass.
- **Guard against inappropriate self-disclosure.** Be aware that discussing frustrating situations may lead students to reveal inappropriate information about themselves or others. Be prepared to handle the discussion without allowing anyone to expose too much personal information within the group.

- **Probe beyond the neat and tidy answers.** Children are good at telling adults what they think they want to hear. To find out what students really think, it is often helpful to prolong a discussion and search for greater depth. Offer a "what if..."; bring out issues such as how different people feel frustrated about different things, that there is no right or wrong feeling for any given situation. Children have a remarkable capacity to discern complexities and subtleties, and their discussions can be very rich.

I'm So FRUSTRATED!

Activity Sheet 5

Name: _____

What can you do if one of these things happens to you?
If you have a plan, color in the smiley face.
If you don't have a plan, color in the frustrated face.

1. You have just cleaned your room, and your baby sister throws all your toys on the floor.



2. You are trying to make cookies and the dough is too soft to roll out.



3. You are reading a book, and you don't understand many of the words.



4. You are trying to memorize your lines for a play, but you keep forgetting them.



5. You are trying to draw a picture, but you can't make it look the way you want.



6. You are trying to comb your hair, but it has too many tangles.



(8) Is there any particular subject in school that sometimes makes you feel frustrated? Tell about it.

(9) Why is it often a good idea to break down a frustrating problem into several little problems, and work on one little problem at a time?

(10) Do you think there is anyone in the world who *never* feels frustrated? Why not? Why is frustration bound to happen to everyone, no matter how young or old they are?

(11) If you saw that a friend was getting frustrated because she couldn't tie her shoe, what would you tell her?

SUGGESTED ACTIVITIES

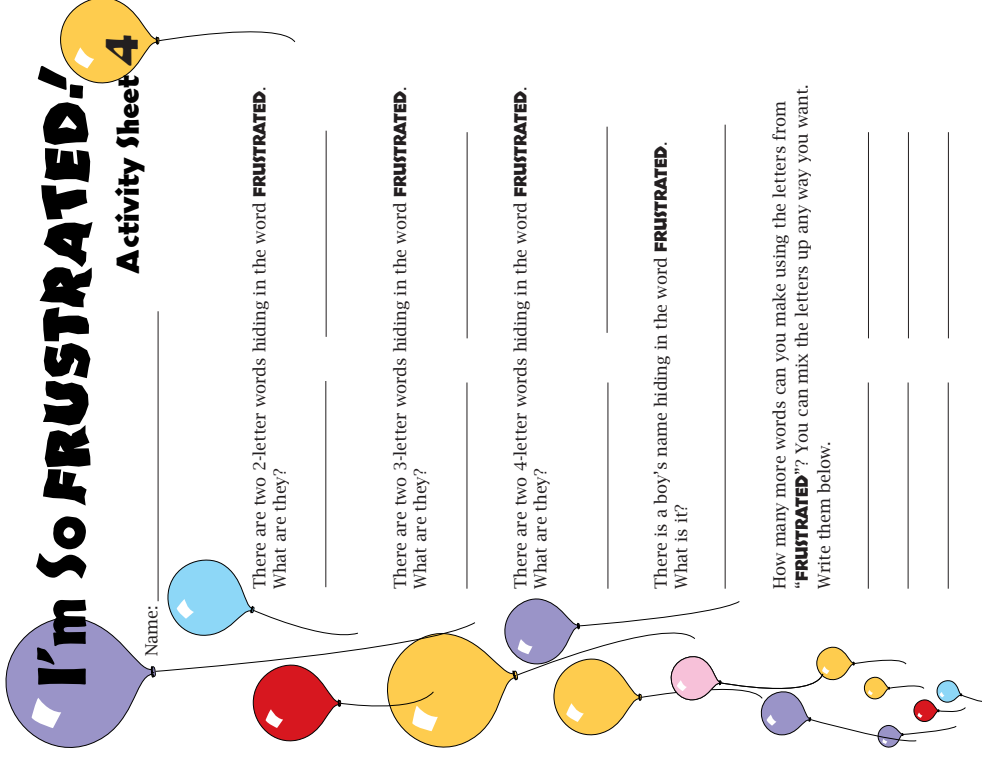
- (1) Have the class discuss what it feels like to be frustrated.
- Do you feel like crying, or do you want to break something out of anger?
 - Do you get nervous?
 - Are you frightened because you're having so much trouble trying to do something?
 - Do you feel like your stomach is tied up in knots?
 - Does your head start to hurt?

Write a list of all the feelings they come up with. Help them understand that all these feelings are normal reactions to being frustrated.

- (2) Review with children the three steps given in the video for dealing with frustration:
- Step 1: Take a break. Count to ten and/or do something else for a while.
- Step 2: Take it step-by-step and try some different ways to succeed.
- Step 3: Ask for help if nothing else works.

Then talk about the following scenarios and have them decide what steps they would take in each situation.

- Your class is learning to recite the alphabet by heart. The girl who sits next to you always gets to a certain point in the alphabet, and then she can't remember the next letter. She is so frustrated that she starts to cry. What do you do?



I'm So FRUSTRATED!

Activity Sheet 4

Name: _____

There are two 2-letter words hiding in the word **FRUSTRATED**.
What are they? _____

There are two 3-letter words hiding in the word **FRUSTRATED**.
What are they? _____

There are two 4-letter words hiding in the word **FRUSTRATED**.
What are they? _____

There is a boy's name hiding in the word **FRUSTRATED**.
What is it? _____

How many more words can you make using the letters from **"FRUSTRATED"**? You can mix the letters up any way you want. Write them below.

I'm So Frustrated!

Activity Sheet 3

Name: _____

Circle "Yes" or "No" to answer each question.

Do you get frustrated when...

1. every time you try to blow up a balloon, it breaks? **YES NO**
2. whenever you try to pour milk into your glass, you spill some? **YES NO**
3. you get all the right answers on your math homework? **YES NO**
4. you are playing catch with your uncle, and you keep dropping the ball? **YES NO**
5. you are trying to color a picture neatly, but your crayon keeps slipping over the lines? **YES NO**
6. your family has a new computer and you have already figured out how to use some of the keys? **YES NO**
7. you are trying to tie your shoe but the lace keeps coming loose? **YES NO**
8. you wait all week to go to the beach and the day turns out to be warm and sunny? **YES NO**

• You are making a Mother's Day card for your Mom. You have drawn a pretty picture on the card, but you can't think of what to write under the picture. You try and try, and finally you just want to tear the card up and forget about it. What do you do?

• Your mother tells you to tie the dog out in the yard, and make sure that he can't get loose. You tie a good strong knot, but the minute you turn around the dog is running loose. You catch him and tie him up again, and he breaks loose again. Boy, are you frustrated! What do you do?

• You are playing jump rope in the schoolyard with some of your friends. The others all seem to be very good at it; they can jump many times before they miss a step. But when it's your turn, you always miss right away and are "out." After a few turns like this you are feeling very frustrated. What do you do?

• Your father tells you to pick up all the books and toys on the floor in the living room and put them on the shelf. You pick up an armful of things all at once, and you drop them. You try again, but you drop everything again. You feel like crying because you just can't do it. What do you do?

• You got a new bike for your birthday, and it has no training wheels. Your family has gathered to watch you take your first ride. You're a little nervous, and you ride right into a tree. You try again, but you

can't get your balance without the training wheels, and you fall. You try a third time, and you hit the side of the family car. You're getting really mad at yourself. What do you do?

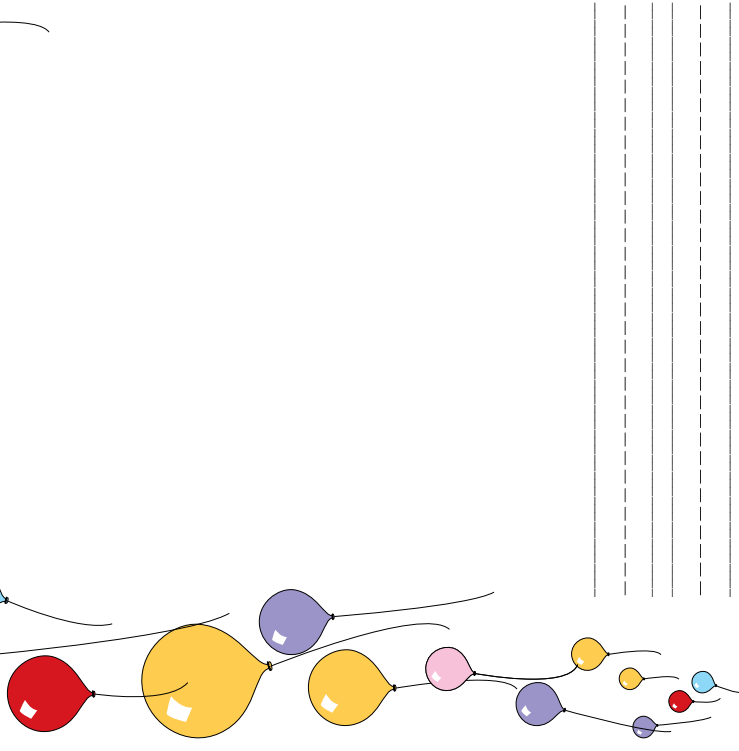
- (3) Ask students to think about different things they can do for Step One of dealing with frustration—take a break and do something else. Put all the ideas together in a book and title it, *When I'm Frustrated*. Write one suggestion on each page and have children draw or cut out pictures to illustrate each suggestion.
- (4) Set aside a section of your classroom designated as the "Frustration Corner." Put the *When I'm Frustrated* book in the corner, and also collect books, games, puzzles, drawing materials, etc. in this section. Invite students to go there whenever they are feeling frustrated and want to have a "time-out."
- (5) Have students keep track of all the times they feel frustrated during the day (or week) at home and at school. Ask for volunteers to share their lists. Write on the chalkboard the different things that caused frustration and the number of students that experienced each. Ask students to share what they did about their frustrated feelings; if it seems appropriate, other students might make suggestions to help those who have found it hard to deal with a particular frustration.
- (6) Help children make finger puppets out of construction paper, felt, or some such material and use them

I'm So FRUSTRATED!

Activity Sheet 2

Name: _____

Draw a picture of something that made you feel frustrated.
Write a sentence about it.



I'm So FRUSTRATED!

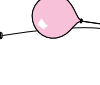
Activity Sheet 1

Name: _____

Draw the face of a clown who is trying having trouble learning to juggle.



Draw the face of a clown who has finally learned how to juggle.



to act out the stories from the video, the situations in Activity 2, or other situations they come up with. Discussions about frustration may be difficult for some children, or may lead to their disclosing more than is appropriate. Use of puppets can help children keep a little distance, yet still help them respond safely about their feelings.

- (7) Have students interview a member of their family and ask them what kinds of things make them feel frustrated, and the ways they deal with being frustrated. Ask volunteers to report their findings to the rest of the class.
- (8) Have students look through old magazines, coloring books, etc. and cut out pictures of situations that might be frustrating. Older children can write a sentence about each picture. Make a collage for the bulletin board entitled "It's So Frustrating."
- (9) Can you juggle, or is there a parent or older sibling who knows how? It might be fun to have a juggling lesson in class. Suggestions for obtaining books and juggling supplies are on page 27.
- (10) Have children learn the song from the video. Make a tape recording of the class singing the song. An audiotape is provided. Some children might enjoy making up their own words.

USING THE ACTIVITY SHEETS

Reproducible activity sheets are provided for this program. You will find them in the large folder that came with the video.

The levels of skill and maturity required for the activity sheets are varied to enable you to select the activities that seem most appropriate for your students. The guidelines below include suggested additions, subtractions, and other adaptations for younger and older students.

Activity Sheet 1

This activity sheet may be used in conjunction with Activity 1 on page 14. After discussing and listing the feelings that go along with being frustrated, ask children to think about how people may look when they are frustrated. Ask for volunteers to make faces that show frustrated feelings. Then have students draw pictures as suggested on the activity sheet, showing the clown from the video when he was trying to juggle and when he finally learned.

Activity Sheet 2

This activity sheet will help children recognize their own feelings of frustration. It gives younger children an opportunity to show their feelings through art. You may want to go to Activity Sheets 6 and 7 for older students.

Activity Sheet 3

Children are given another opportunity with this activity sheet to understand the concept of frustration. It would make another good follow-up to the discussion of frustration in Activity 1 on page 14. It can be used as a group

activity with younger children; older children can do it on their own following the class discussion.

Activity Sheet 4

This activity sheet uses the word FRUSTRATED as a springboard for a language arts exercise, and helps ensure its addition to students' active vocabulary. You will probably want to do it as a group activity with young children, but older children will enjoy working in pairs or small groups to see who can find the most words.

Activity Sheet 5

This activity sheet may be used in conjunction with Activity 2 on page 14. Children are asked only if they would know what to do if one of these things happened to them, but further discussion can help them decide which of the steps they learned in the video might be helpful. Older children may want to write what they would do in each case on the back of the paper or on another sheet of paper.

Activity Sheet 6 & 7

By this time, group discussions about frustration should have helped students understand that different people get frustrated about different things. Here is their chance to express their feelings in writing about something that is (or has been) particularly frustrating for them. Activity Sheet 7 gives them an opportunity to use what they have learned to make a plan for dealing with frustration. Be aware that this may be a sensitive area, and be on the alert for too much self-disclosure. Sharing of their experiences and/or plans should be voluntary.