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# Love to the teachers

I am delighted that you are reading one of my **Conscious Stories**. I send you deep love and appreciation for the work you do to nurture our children.

To support you in delivering evidence-based outcomes, I worked with education experts Kristie and Mayra, who created a simple list of conversation starters to promote children's vocabulary, curiosity, independence, and wonder related to the key theme covered in each book.

They have chosen the strategies of:

- 1. Modeling / Directives:** allow children to complete sequential tasks, purposefully shift attention, and use words and actions to describe thoughts and feelings.
- 2. Self-talk statements:** allow adults to explain the reason behind their choices, describe what they see objectively, and outline what is coming to provide predictability for children.
- 3. Questions to explore:** allow children opportunities to remember, recollect, and relive, as well as to think critically and explore alternatives.

I hope this teaching aid helps you bring each story's lessons to life, and I hope the books become classroom favorites for you and the children.

BIG LOVE,

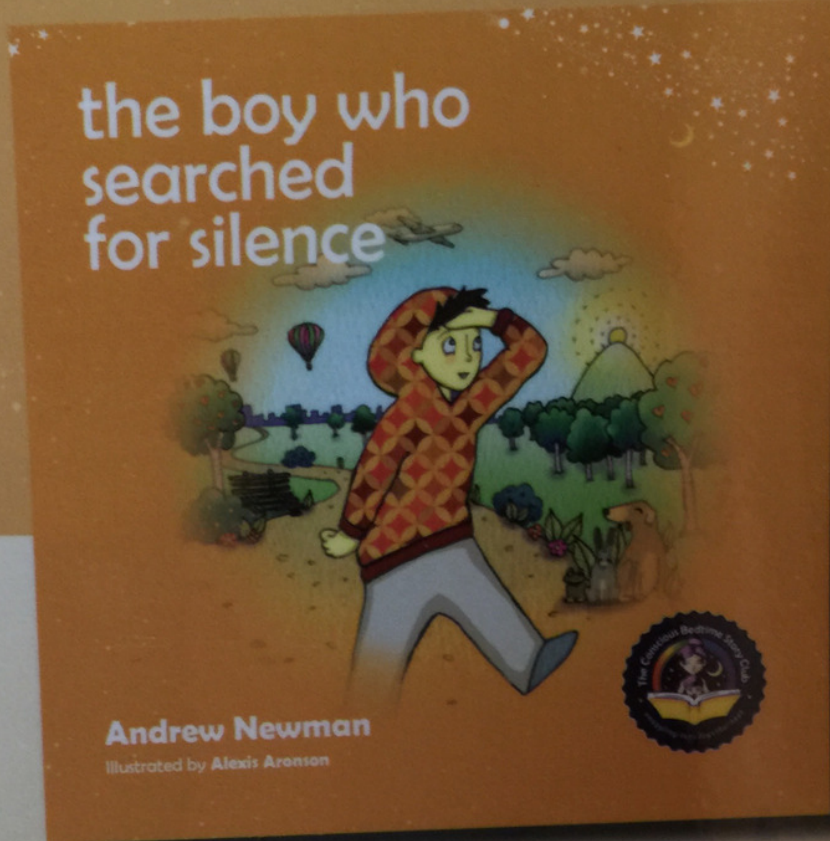
**Andrew Newman**, Founder [consciousstories.com](http://consciousstories.com)

**Kristie Pretti-Frontczak**, Ph.D. [kristiepf.com](http://kristiepf.com)

**Mayra Porrata**, M.Ed. [mayraporrata.com](http://mayraporrata.com)

# Storytime Teaching Aid

## Helping young children find silence within themselves



### 1 Modeling/Directives

- 1 Prior to reading the book, invite children to place their hands on their bellies, and stay silent for up to 10 seconds.
- 2 Tell me about places you've been where it was silent.
- 3 Tell me what you do to relax.
- 4 Tell us about a time when it was difficult for you to be quiet.

### 2 Self-Talk Statements

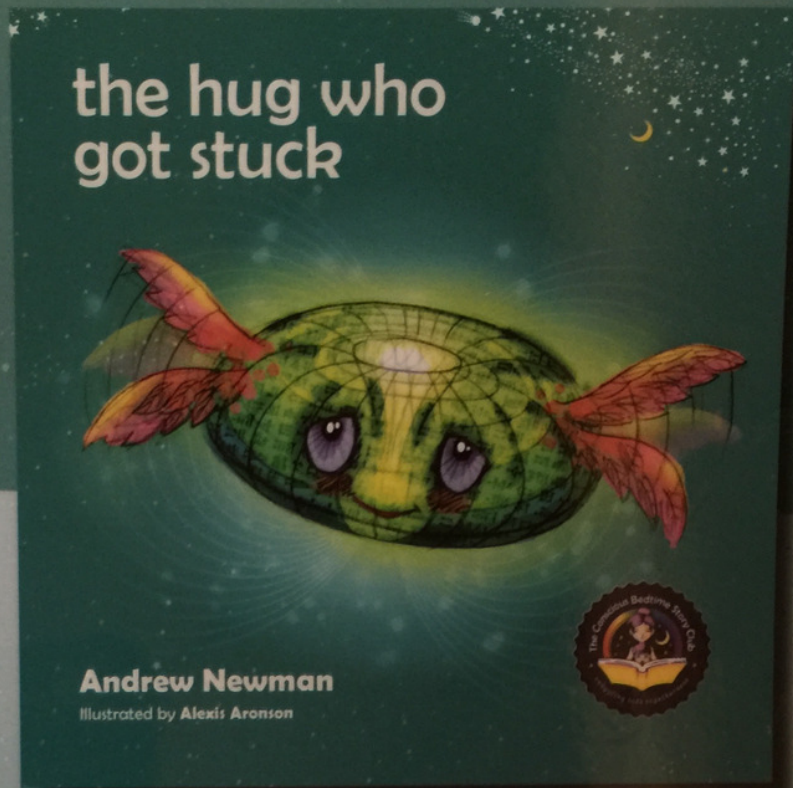
- Say:** "When I find silence, it helps me connect with my calm self."
- Say:** "When I'm calm, I feel more relaxed."
- Say:** "Being calm helps me learn!"
- Say:** "When I am calm, I'm a better teacher!"

### 3 Questions to Explore

- 1 Where did the boy find his silence?
- 2 What things got in the way of the silence?
- 3 Where can you go to look for silence?
- 4 What did you notice when we were being silent?

# Storytime Teaching Aid

Teaching children to  
access their hearts  
and get free from  
sticky thoughts



## 1 Modeling/Directives

- 1 Invite children to imitate you as you place your hand over your heart and take three, deep breaths.
- 2 Tell me what an ordinary/extraordinary day looks and feels like.
- 3 Show me where your heart is.
- 4 Let's give a friend a hug.

## 2 Self-Talk Statements

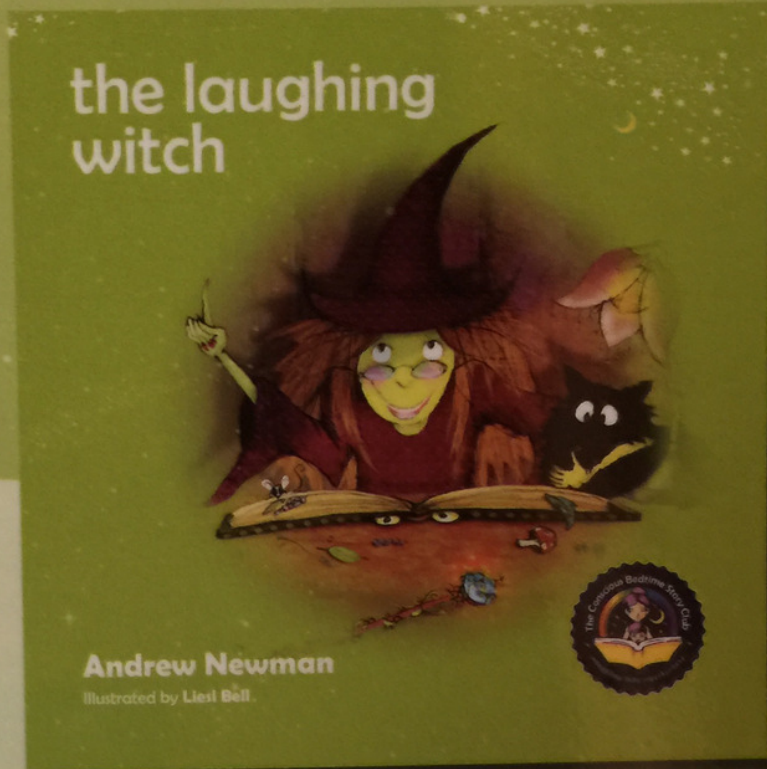
- Say:** "I feel sad that this little hug got stuck!"
- Say:** "I hope my hugs don't ever get stuck!"
- Say:** "I have a web of sticky thoughts, too!"
- Say:** "When I breathe in love, my sticky thoughts always go away!"

## 3 Questions to Explore

- 1 What kind of sticky thoughts do you have?
- 2 Why do sticky thoughts keep hugs from getting out?
- 3 How do you feel when hugs get stuck?
- 4 What are all the ways we can free our hugs from sticky thoughts?

# Storytime Teaching Aid

## Teaching children about sacred space and honoring nature



### 1 Modeling/Directives

- 1 Let's find all the things in our classroom that are part of nature.
- 2 Tell us about a time when you felt "wild and free."
- 3 Give me your best and biggest laugh!
- 4 Tell me about a sacred space in your house.

### 2 Self-Talk Statements

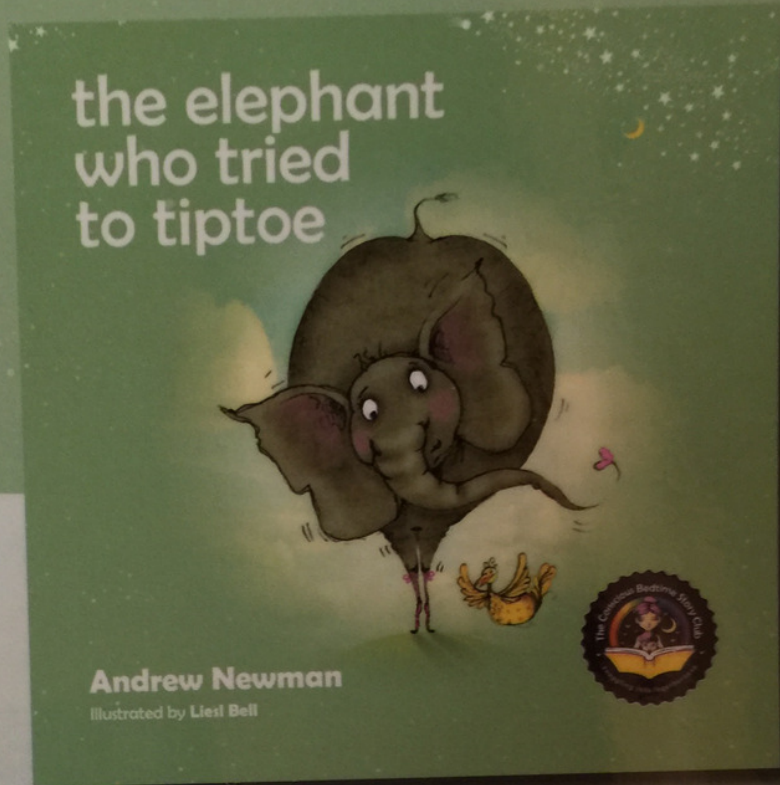
- Say:** "I feel like I'm part of nature when I'm playing outside."
- Say:** "There were so many living things in the story, like a cat, an owl, and even a ladybug."
- Say:** "I wish I knew how to make spells like the witch."
- Say:** "I honor the earth when I don't waste food."

### 3 Questions to Explore

- 1 What did the witch use from nature to make her spells?
- 2 What kinds of spells did the witch create?
- 3 Why wasn't the witch afraid of things found in nature?
- 4 What did the witch love and adore? What things do you love and adore?

# Storytime Teaching Aid

## Reminding children to love the body they have



### 1 Modeling/Directives

- 1 Invite children to give themselves a 10-second hug prior to reading the book.
- 2 Take a look at our friends and our different bodies.
- 3 Tell me what you notice first when you look at someone.
- 4 Tell me one thing you love about your body.

### 2 Self-Talk Statements

**Say:** "I appreciate that we are all unique and have very different bodies."

**Say:** "Sometimes, comparing helps me realize what I have, instead of what I don't have."

**Say:** "When I appreciate my body, my body says a quiet 'thank you' to me!"

**Say:** "I'm going to appreciate the elephant in the story."

### 3 Questions to Explore

- 1 What things did the elephant realize he didn't have or couldn't do, and how did this make him feel?
- 2 What special features does the elephant have?
- 3 How is a herd like a family? Who is in your herd/family?
- 4 What is one special feature about you?