



Teacher/Student Follow-Up Worksheet

Review of “Mortimus Returns” Video

This teacher/student follow-up worksheet is a guide to help review the lessons taught in the video. Below is a list of questions for the students, which are followed by discussion ideas for the teachers to consider.

Lesson #1

What feelings does Waskal the Wabbit have in the video? Why does Waskal have these feelings? How does he express these feelings?

Points for Discussion:

- Discuss the feelings Waskal has during the video and how they escalate.
- Talk about why Waskal had these feelings. Waskal stayed up all night on his laptop which caused him to be exhausted from lack of sleep and too much screen time. More hours of screen time are associated with lower well-being in ages 2 to 17. High users show less curiosity, self-control, and emotional stability.(1) His exhaustion affected his appetite and he missed breakfast. Because he felt hungry and tired, he didn't have the energy to play with his friends. He isolated himself at school and felt lonely and angry. He may have misread the situation at school and thought that the other students were ignoring him. Perception of a situation is affected by one's physical well being. Waskal's emotions spiraled out and Waskal may have made up stories in his mind about how the children on the playground didn't like him and didn't want to play with him.
- Talk over the ways Waskal expressed his feelings and how we all express our emotions differently.
- Have a conversation about healthy choices, screen time and how we feel when we make unhealthy choices. Make a list of enjoyable activities that are an alternative to screen time and list activities that “fill our self care balloons”.

Lesson #2

What are some things Waskal does to take care of himself? What are some things he learns from Mortimus about how to calm down and find out what he needs?

Points for Discussion:

-Waskal asks for help! Discuss how asking for help can be an important part of self care. Sometimes it is very difficult to do. Asking for help can assist us in getting our needs met. This would be a good time to bring up the possibility of finding a safe person to talk to such as a parent or a friend, a school counselor or therapist. It is helpful to know that we are not alone in our feelings, that other people feel the same way we do sometimes.

-Discuss what Waskal learns from Mortimus that helps him calm down. Mortimus teaches Waskal how to belly breathe. Breath work is helpful when feeling anxious or stressed or when life feels out of control and scary. It can calm us down when feeling any strong emotions.

-Talk about how and why Mortimus teaches Waskal to “Body Scan”. Body scanning teaches us how to scan the body to notice where we tend to hold tension, and it helps us identify our emotions. Our bodies are trying to tell us something, let’s listen. Sometimes tensing and relaxing muscles can help us become aware of where we are holding tension in our bodies. Sometimes when we go to tense a muscle, we find it is already tense!

-This would be a good time to teach relaxation techniques, self massage, breath work or yoga.

Lesson #3

Waskal learns about “HALT” from Mortimus. What does “HALT” stand for and how can it help? What were some of the needs Waskal found to make his life more balanced and healthy?

Points for Discussion:

-Discuss Hungry, Angry, Lonely, Tired or “HALT”. Teri Claasen, Therapist at Renewed Horizon Counseling, believes that H.A.L.T. is an important tool to use with children “One tool for healthy coping skills that is used in addiction recovery is the acronym: H.A.L.T. This is used to help people remember their basic needs and to prevent relapse by never getting too Hungry, Angry, Lonely, or Tired. This strategy is also great to teach kids in order to help them assess their needs and speak up to get their needs met.”(2)

-Talk about “HALT” Hungry, Angry, Lonely, Tired and how this can help us know when and what to do, to take care of ourselves. If we have one or more of these feelings after we do a body scan we can HALT or STOP and check in with ourselves to become aware of any self-care needs. Awareness is the first step in self-care.

-“H” stands for Hungry: Discuss eating healthy balanced meals, limiting sugar and caffeine intake, and the importance of drinking water throughout the day.

-”A” stands for Angry or other strong feelings: Discuss ways to deal with strong emotions (e.g., belly breathing, body scan, writing feelings down in a journal, talking to a safe grown up or parent, getting special help when needed from a school counselor or therapist). Another way to deal with strong emotions is through movement and heavy work. Movement and heavy work which involves pushing, pulling or lifting stimulates our sense of proprioception and helps with relaxation, calming the nervous system and even helps improve focus.(3)

-”L” stands for Lonely: Discuss how we are social beings and need friendship and support. When we are in H.A.L.T., be aware that we may be more sensitive and take things personally. Watch the story that we tell ourselves because our perspective of the situation may be altered.

-”T” stands for Tired: Discuss the importance of sleep at night. Dr. Ashanti Woods says “It can be different from person to person, but in general children age 6-12 years old need 9-11 hours of sleep per night. Sleep leads to better communication skills. Children who are well-rested typically are less cranky, more thoughtful, more creative and exercise better social skills than children who are not well-rested.” (4) Discuss the importance of shutting down electronics before sleeping. Studies indicate that these devices can increase the amount of time it takes for kids to fall asleep. They also may reduce sleep quality and affect your child’s attentiveness in school. (5) Additionally, the blue light that smartphones and tablets emit tends to suppress the hormone melatonin, which helps kids feel sleepy.(6)

Lesson #4

Waskal learns that he can make healthy choices that affect how he feels. At the end of the video Waskal fills his self-care balloons. What healthy choices does he make that “fill his self-care balloons”? What choices do you make to fill your “self-care balloons”?

Points for Discussion:

-This can be a good time to explain the idea of metaphorical “self-care balloons”. The idea that if we keep our balloons inflated with daily healthy habits then we feel good. We feel “afloat”. If one of our balloons “deflate”, due to less sleep one night, we may have a hard day, but we are still able to “stay afloat”. If we are depleted from many sleepless nights or unhealthy food and habit choices, it may be more difficult to “get off the ground”. In other words, it’s important to develop healthy habits on a daily basis to attain better physical and mental health and resilience.

- Discuss and list healthy habits and activities that fill our self-care balloons and help us feel healthy, happy and “afloat”.

- A coloring sheet with illustrations of Waskal the Wabbit, Mortimus and a bouquet of balloons is available to download. Each student may color the handout and write down their healthy habits and activities on their “self-care balloons”.

- This coloring sheet could help us become aware of what healthy activities make us feel great. It is a tool that can be used to help us when we are in HALT.
- Here is a list of some healthy self-care choices: Brushing teeth, bathing, eating healthy meals, sleeping 9-11 hours a night, doing chores, getting exercise, having time for homework and play, doing outdoor activities, creative activities of art, music or dance.
- A “Thank you to our Sponsors” and “This is what I learned” handout is available to download and fill out. Please mail these to: Quack and Wabbit Puppet Theatre
4484 Dubeault Rd, Bayside, Ca. 95524

Sources:

1. Twenge JM, Campbell WK. Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive Medicine Reports*. 2018;12:271-283. doi:10.1016/j.pmedr.2018.10.003
2. Teri Claassen therapist at [Renewed Horizon Counseling](#) in Tampa, FL. IMom.com “Why you need to teach your kids to H.A.L.T.”
3. Incredible Heavy Work Activities to Regulate Kids, Alisha Grogan MOT, OTR/L www.yourkidstable.com
4. Ashanti Woods, MD, a pediatrician at Mercy medical Center in Baltimore
5. American Academy of Pediatrics. Children and media tips from the American Academy of Pediatrics.
6. Chang AM, Aeschbach D, Duffy JF, Czeisler CA. Evening use of light-emitting eReaders negatively affects sleep, circadian timing, and next-morning alertness. *Proc Natl Acad Sci USA*. 2015;112(4):1232-1237. doi:10.1073/pnas.1418490112

Educational Resources:

1. American Academy of Pediatrics (aap.org), Family Media Plan
2. www.verywellfamily.com , Set Limits on Screentime: (10 ideas)
3. www.alertprogram.com , The Alert Program makes self-regulation easy for children.
4. My self-care plan, <https://www.annafreud.org/schools-and-colleges/resources/my-self-care-plan-primary/>

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