

CORE WORD: **Through**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

GAIN INFORMATION: Learning about others/environment (e.g., Did she go **through** the door?)

SHARE INFORMATION: Describe others/the environment (e.g., Walk **through** the garden to get to the house. We have school Monday **through** Friday.)

EXPLAIN: (e.g., Put the liquid **through** the strainer.)

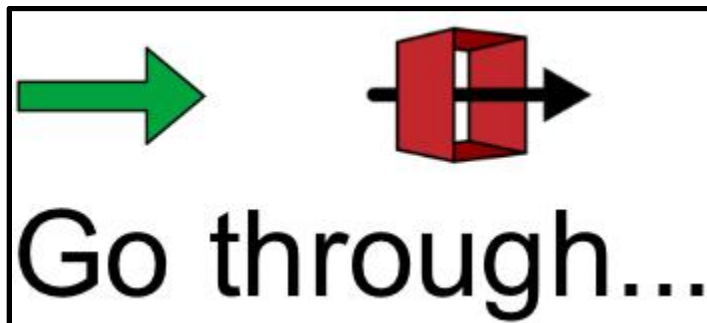
COMMENT: (e.g., Wow, your pants are soaked **through**! He broke **through** the defense to score a goal.)

GIVE A COMMAND: (e.g., Look **through** the window to see if they're here.)

ROUTINES AND SCHEDULES

During transition times when going from one room to the next, adults and students can comment on how they are going **through** the doorway or through

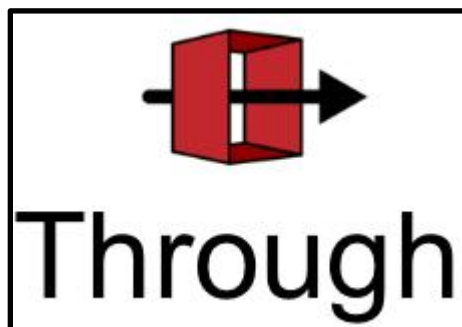
the entrance. When transitioning to an area that is further away (i.e., library or cafeteria), adults can discuss all of the areas they will go through to get to their destination. Model use of the word through yourself with students (i.e., "We will go through the hallway to get to the bathroom."). Adults can create a sentence strip for students to target use of through (see below). If the student needs more prompting or review, the adult can utilize a visual icon with the word 'through' on it and model use of the low-tech sentence strip.



*Courtesy of TouchChat with WordPower application.

PLAY

Using any size box/container, have one side be opened so you can use. Take some plastic wrap and cut a piece large enough to cover the opening. Once it is secure, cut out a circle in the center to place items **through**. Next, go on a scavenger hunt with the students to find objects around the room to place through the opening. Target production of the word, 'through' for each turn, modeling first for the students (i.e., "Put the ___ through the hole." "Put the ___ through." "Put through."). Each time the word is used, identify it on the student's low-tech board, device, or hold up an icon of the core word.



*Courtesy of TouchChat with WordPower application.

READING

For this week's core word, you can talk about the stories below and discuss the word **through** when it's found in the story.

Here are some suggested books on YouTube that can assist in teaching the core word:

Book Read Aloud: YELLOW BALL by Molly Bang
<https://www.youtube.com/watch?v=UJMT7ekUiXw> read by/courtesy of DomesticKrys (Students and adults can talk about the ball going **through** the storm and locate the word on their communication board/device each time they see the word in the story).

Book Read Aloud: PIGGIES IN THE PUMPKIN PATCH by Mary Peterson and Jennifer Rofé <https://www.youtube.com/watch?v=z6eMiHmHPBQ> read by/courtesy of Stories For Kids. (Talk through this children's story about how the pigs go "through" the geese.)

Book Read Aloud: WE'RE GOING ON A BEAR HUNT by Michael Rosen and Helen Oxenbury <https://www.youtube.com/watch?v=kL36gMrHJal&t=42s> read by/courtesy of Sam M. (Discuss the different things that the family go through while on their bear hunt!)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch these videos to see animals going **through** different things! Expansion after watching videos is practice making sentences using the word through when commenting on the videos.

VIDEO - Hamster takes on the Military Obstacle Course!
https://www.youtube.com/watch?v=-KhGPIX_uLc courtesy of/by The Secret Life of my Hamster. (Talk about the hamster going through the obstacle course!)

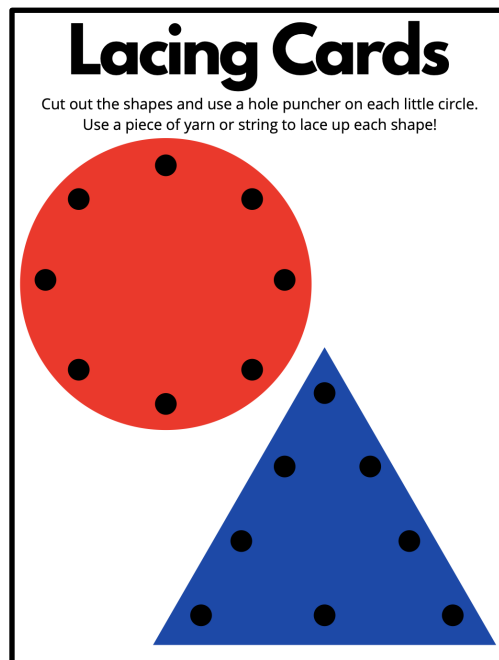
VIDEO - Corgi Snow Tunnel <https://www.youtube.com/watch?v=REM3sD7FatY> courtesy of/by J Drew. (Students and adults can watch and comment how the dog walks through the tunnel.)

VIDEO - Tunnels in the Snow! <https://www.youtube.com/watch?v=rdG3bqGiQo8> courtesy of/by SciShow Kids. (Students and adults can watch and learn about

animals that make and use tunnels.)

SENSORY MOTOR

Adults can use the patterns below via Teachers Pay Teachers to have students practice lacing and putting the thread **through** the holes! As students lace the different shapes, the adult can model the word through commenting to the students how they are putting the lace through each hole. Great fine motor activity that students can do while learning the core word through!



*Courtesy of Scissors and Glue Co.

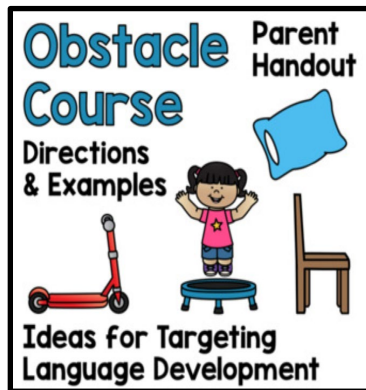
Activity: [Lacing Cards](https://www.teacherspayteachers.com/Product/Lacing-Cards-5330664?st=ee2df5d64dbd77c45fc6c8f4cb8316f6) – courtesy of/by Scissors and Glue Co.

<https://www.teacherspayteachers.com/Product/Lacing-Cards-5330664?st=ee2df5d64dbd77c45fc6c8f4cb8316f6>

STRUCTURED ACTIVITIES

Adults can create an obstacle course inside or outside for students to go **through**. Feel free to use materials around the environment and involve students in helping to put it together. Follow along with the Teachers Pay Teachers activity, Obstacle Course Parent Handout, which you can find below to create

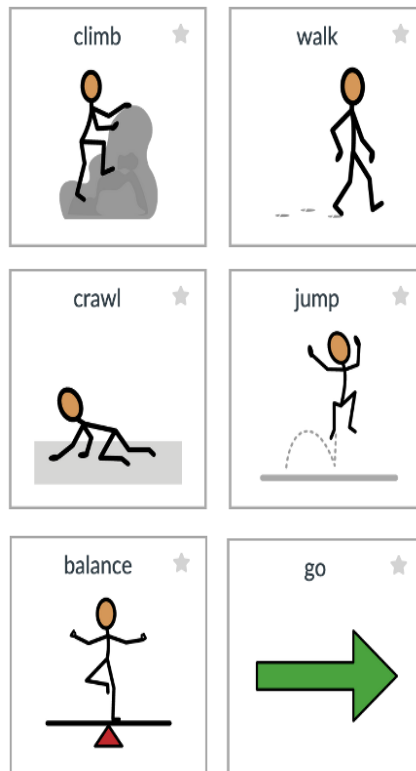
your own course. Feel free to expand and label areas of the obstacle course with the verbs/icons (found below).



*Courtesy of Speeching Of That.

Activity: Obstacle Course Parent Handout – courtesy of/by Speeching Of That.
<https://www.teacherspayteachers.com/Product/Obstacle-Course-Parent-Handout-5394005?st=74de01f612cc6bce74a318be4aec945a>

Obstacle course icons to pair with Teachers Pay Teachers activity:



*Courtesy of SymbolStix PRIME.

VIDEOS, MUSIC, ANIMATED SHORTS

Piggies in the Pumpkin Patch

<https://www.youtube.com/watch?v=0z5Pq3WolFE> courtesy of/by

Mary Peterson. Short video based on the book, "Piggies in the Pumpkin Patch" that has the word '**through**' in it.

Kid's storytime: We're Going on a Bear Hunt

https://www.youtube.com/watch?v=-d1_Z068z74 courtesy of/by Sunshine.

Animated story video of the book, "We're Going on a Bear Hunt" that has the word 'through' in it.

Over the River and Through the Woods To Grandmother's House We Go

<https://www.youtube.com/watch?v=Zl5r76hVYF0> courtesy of/by

JCRise Demo.

ART OR SCIENCE ACTIVITIES

Create beautiful stained-glass creations that you can look **through**! Use different color tissue paper to create a beautiful stained glass sun catcher that light can travel through. Have fun making this with students and you can hang them up on the windows after so they catch the light! You can model and use a sentence frame to support students' use of through (i.e., "I can't wait to see the sun go through the butterfly.")



*Courtesy of Mama Miss.

Activity: Crafts: Tissue Paper-Stained Glass - Butterfly – courtesy of/by Mama Miss.
<https://www.mamamiss.com/blog/2012/07/16/tissue-paper-stained-glass-butterfly/>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (i.e., “I” “go” “**through**” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific around the word **through**, then share and talk with students about the stories created.

LessonPix.com: Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities (using core word **through**) with a subscription to *LessonPix.com*. The cost is \$36 per year.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students.

Use *Clicker Writer* for writing words, phrases, or sentences with picture support as well as word banks to support a writing activity with a focus on the word, ‘**through.**’

WORD WALL: Add the word, “**through**” on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ jeoseguera09@gmail.com
Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: **Really**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., this is **really** special)

COMPLEMENT: (e.g., you are **really** awesome)

DESCRIBE: (e.g., it's **really** sparkly)

ASK FOR HELP: (e.g., can you help **really** quick?)

ASK A QUESTION: (e.g., oh, **really**?)

ROUTINES AND SCHEDULES

Arrival: Upon arrival, students and adults can express that they are **really** excited to see each other.

Circle: During circle time, students and adults can share objects that are **really** special to them during show and tell.

Snack time: Students and adults can express that they are **really** hungry.

Bathroom: Students can express that they **really** need to use the bathroom.

PLAY

Using dress up clothes and costumes, adults and students can play dress up and dress up in **really** cool outfits. Students and adults can indicate that they are enjoying themselves by saying “this is **really** fun!”

During imaginative play, students can direct each other to portray different persona’s using the word **really**. For example, a student can tell another student to pretend to be **really** excited, or **really** sad.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

If you give a mouse a cookie by Laura Joffe Numeroff, courtesy of Andrew Ghio:
https://www.youtube.com/watch?v=Gyk55GYnGI0&t=3s&ab_channel=AndrewGhio

In this book, a boy continues to give a mouse what he wants, starting with a cookie. If you continue to give a mouse what he wants, what else will he **really** want next?

The Bad Seed by Jory John, courtesy of Storytime Anytime:
https://www.youtube.com/watch?v=Yu772gNfA68&ab_channel=StorytimeAnytime

This book is about a seed that knows it is a bad seed. In fact, it says it is a **really** bad seed. What does this seed do to make it a **really** bad seed?

The Good Egg by Jory John, courtesy of Storytime Anytime:
https://www.youtube.com/watch?v=UWx8R4I3orE&ab_channel=StorytimeAnytime

This book can go hand in hand with the above book (the bad seed). This book is about a **really** good egg. Read the book to find out what this egg does that makes it so good!

Are they really scary? By Julia Inzerro and Tanja Varcelija, courtesy of StoryTime at Awnie's House:

https://www.youtube.com/watch?v=5zwpXNRsd34&ab_channel=StoryTimeatAwnie%27sHouse

This book is about spiders! A girl is **really** scared of spiders and one spider stops her and wants to know why spiders are so scary.

When Sophie gets angry, really, really angry by Molly Bang, courtesy of AHEV Library:

https://www.youtube.com/watch?v=j3BCYNnOGxc&ab_channel=AHEVLibrary

In this book, Sophie gets **really** angry and does not want to share any of her toys with her sister. Sophie's mom insists that Sophie must share with her sister. When Sophie does share, she trips over a toy and gets **really, really** angry. What will happen next?

When Sophie's feelings are really, really hurt by Molly Bang, courtesy of NomNomReadRead:

https://www.youtube.com/watch?v=AaN6P0jMIps&ab_channel=NomNomReadRead

Sophie's teacher asks the class to think of their favorite tree and paint their favorite tree from memory. Sophie creates a unique take on a tree, one that is blue with an orange sky. Her classmates tell her that isn't a real tree and it makes Sophie **really** sad.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice complementing each other using the word **really** (e.g., "you are **really** pretty").

SENSORY MOTOR

Students and adults can explore holding objects of varying weights and describe how it feels (e.g., “this is **really** heavy” or “this is **really** easy”). Students and adults can also experiment with making noise at different volumes, either with their voices or with instruments, they can be **really** loud or **really** quiet.

VIDEOS, MUSIC, ANIMATED SHORTS

Never really over by Katy Perry, courtesy of Katy Perry:

https://www.youtube.com/watch?v=aEb5gNsmGJ8&ab_channel=KatyPerryVEVO
[O](#)

Shout out to my ex by Little Mix, courtesy of little mix:

https://www.youtube.com/watch?v=bFDzhKdrN9M&ab_channel=littlemixVEVO

I really like you by Carly Rae Jepsen:

https://www.youtube.com/watch?v=qV5lzRHrGeg&ab_channel=CarlyRaeJepsenVEVO

I really like you (cover) by Justin Bieber and Ariana Grande, courtesy of Justin Bieber:

https://www.youtube.com/watch?v=oovZa4GVx8&ab_channel=JustinBieber

Really by Blackpink, courtesy of Jaeguchi:

https://www.youtube.com/watch?v=v_6uVOPvQ58&ab_channel=Jaeguchi

Who Do You Love by KC & the Sunshine Band, courtesy of KC & the Sunshine Band:

https://www.youtube.com/watch?v=ySCFuNMp13M&ab_channel=KC%26TheSunshineBand-Topic

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **really** means. **Really** can be used in front of a verb (e.g., I **really** want that) or used with an adjective to describe the intensity of something (e.g., this is **really** funny). Adults can model how to use the word **really** in different contexts.

Adults and students can go on a scavenger hunt around the classroom and find different objects that are described using the word **really**. For example, adults can tell students to find something **really** small, or **really** soft.

ART OR SCIENCE ACTIVITIES

Students can create an affirmation list for themselves using the word **really**. Adults can support the student in coming up with some adjectives if they need help with this!

Here's an example below:



USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can use the art that students created above as a cover for a book about why they are **really** special. After creating the book, students can share with each other what makes each of them **really** special.

WORD WALL: Create a WordWall and add '**really**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle [@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)

Thank you!

CORE WORD: **Comfortable**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **comfortable**)

ASK A QUESTION: (e.g., are you **comfortable**)

ASK FOR HELP: (e.g., help me get **comfortable**)

NEGATE: (e.g., this is not **comfortable**)

ROUTINES AND SCHEDULES

Circle: Students and adults can let each other know that the position they are sitting in during circle time is **comfortable**.

Snack time: Students and adults can remind each other to sit in a **comfortable** position during snack time so that they don't choke.

PE: Adults can ask students if they are **comfortable** with participating in certain activities and students can comment that they are **comfortable**.

PLAY

During imaginative play, students can play with baby dolls and make them a **comfortable** bed to take a nap in and students can ask their baby if they are **comfortable** (e.g., Is this **comfortable**?).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Corduroy by Don Freeman, courtesy of Miss Sofie's Story Time - Kids Books Read Aloud: https://www.youtube.com/watch?v=ZOl-DU7htJM&ab_channel=MissSofie%27sStoryTime-KidsBooksReadAloud

This book is about a teddy bear who just wants to be loved by a child. His name is Corduroy and no one is buying him from the Toy Store. One night, he decides to go look for his missing button that a Mom pointed out earlier that day. Will Corduroy find his button in the furniture store with the **comfortable** beds?

Sleepyheads by Sandra J. Howatt, courtesy of The StoryTime Family: https://www.youtube.com/watch?v=hMg80RmpmJc&ab_channel=TheStoryTimeFamily

This book is about a bunch of sleepy heads who are asleep in different areas of a house. Do we think that these sleepyheads are really **comfortable** where they are asleep?

The Napping House by Audrey Wood, courtesy of Miss Sofie's Story Time - Kids Books Read Aloud: https://www.youtube.com/watch?v=pG6UjTynNr8&t=97s&ab_channel=MissSofie%27sStoryTime-KidsBooksReadAloud

Shhhhh Everybody's Sleeping by Julie Markes, courtesy of Lights Down Reading: https://www.youtube.com/watch?v=v7clraLzE3Y&ab_channel=LightsDownReading

This book is about a bunch of different people who are all sleeping. They are sleeping in different areas and the reader has to try really hard to be quiet and not wake them up. Do you think each person is **comfortable** where they are sleeping or can they be more **comfortable** somewhere else?

Bear Snores On by Karma Wilson and Jane Chapman, courtesy of Smile Kids:
https://www.youtube.com/watch?v=pCkRtyXq-fg&ab_channel=SmileKids

This book is about Bear who is asleep in his cave. His friends are sneaking into his cave and still Bear looks **comfortable** and continues speaking. Can his friends sneak in enough friends and things to end up throwing a part while Bear is still asleep?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can ask their friends if they are **comfortable** with participating in certain conversations or activities. This can be a great way to teach and model to students how to be conscious of other people's feelings!

SENSORY MOTOR

Students can sit on pillows or blankets and describe it as being **comfortable** or uncomfortable.

VIDEOS, MUSIC, ANIMATED SHORTS

The Big, Comfy Couch intro song, courtesy of chunky37:
https://www.youtube.com/watch?v=wJwS1mfj6j4&ab_channel=chunky37

Ten in the Bed, courtesy of Super Simple Songs (do you think they were all **comfortable** in the bed?):
https://www.youtube.com/watch?v=TdDypyS_5zE&ab_channel=SuperSimpleSongs-KidsSongs

Are you sleeping baby bear?, courtesy of Super Simple Songs (if baby bear is sleeping, is he **comfortable**?):

https://www.youtube.com/watch?v=chxQb4YRC2U&ab_channel=SuperSimpleSongs-KidsSongs

YOUNG ADULTS:

Comfortable by H.E.R., courtesy of H.E.R.:

https://www.youtube.com/watch?v=MBgXyiZfWUI&ab_channel=HERMusicVEVO

Comfortable by Lauv, courtesy of Lauv:

https://www.youtube.com/watch?v=ZRcEzDtNI6o&ab_channel=Lauv

Comfortable by John Mayer, courtesy of John Mayer:

https://www.youtube.com/watch?v=D2DPSjzFmbw&ab_channel=JohnMayer-Topic

STRUCTURED ACTIVITIES

Adults can explicitly teach students what being **comfortable** means and feels like. Adults can explain that if you feel comfortable means that you are relaxed and at ease. Adults can also explain that to feel **comfortable** may also mean your body has no pain.

Adults can also plan a pajama day for the students and they can all wear **comfortable** clothes.

ART OR SCIENCE ACTIVITIES

Students can create a **comfortable** collage using google slides or stickers and construction paper that includes comfortable items such as a pillow, and a soft blanket.

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: This website can be used to create a book about what a student finds to be the most **comfortable**. It could be a blanket, bean bag chair, a couch, and many other things. After each student has made their books, these books can be shared with classmates and used for reading activities.

WORD WALL: Create a WordWall and add '**comfortable**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

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Thank you!

CORE WORD: **Uncomfortable**

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., that makes me feel **uncomfortable**)

ASK A QUESTION: (e.g., are you **uncomfortable**?)

DESCRIBE: (e.g., this is **uncomfortable**)

NEGATE: (e.g., I'm not **uncomfortable**)

ROUTINES AND SCHEDULES

Circle: During the morning circle time routine, students can indicate that the position they are sitting in is **uncomfortable**, or that they are **uncomfortable** participating.

Snack time: Students can describe that they are **uncomfortable** at snack time if someone is eating something that they are allergic to.

PLAY

Toys/Games: Students can play a version of hide-and-seek called “sardines”: one person hides, and the whole group seeks; when you find the person hiding you hide with them. By the end of the game, all but one person are squeezed into the same hiding spot (e.g., we will be really **uncomfortable!**)

[Video Model of how to play “Sardines” hide-and-seek](#)

https://www.youtube.com/watch?v=Vlrb6tI9j0&ab_channel=ThatYouTub3Family-TheAdventurers

Recess: On really hot days or really cold, students can complain about how the weather makes them **uncomfortable** when they still have to go outside (e.g., really hot **uncomfortable**).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

I'm so embarrassed by Robert Munsch, courtesy of Adventure Card Kids TV:

https://www.youtube.com/watch?v=6AP8qUD-ek4&ab_channel=AdventureCardsKidsTV

This book is about a boy named Andrew who doesn't want to go to the mall with his mom because she always embarrasses him. He ends up going to the mall because he really, really needs new shoes and his mom promises to not embarrass him. Once they get to the mall, his mom does so many things that embarrass him. Do you think he felt **uncomfortable** when the embarrassing things were happening?

Ruby Finds a Worry by Tom Percival, courtesy of Toadstools and Fairy Dust:

https://www.youtube.com/watch?v=VCyiiHI2SJU&ab_channel=ToadstoolsandFairyDust

This book is about an adventurous girl named Ruby. She is exploring through her garden one day and she finds a worry. At first the worry was small and Ruby ignored it. The longer she ignored the worry, the bigger it got. Ruby didn't talk

about the worry because it didn't seem like anyone else noticed her worry. How will Ruby make the worry go away? Do you think Ruby felt **uncomfortable** when her worry was so big and stopping her from doing what she loved?

Goldilocks and the Three Bears, courtesy of Give Us a Story:

https://www.youtube.com/watch?v=Rm3JsewQIWw&ab_channel=GiveUsAStory%21

Goldilocks goes into the bears house and continues to try out different things that the bears have. When Goldilocks doesn't like the mama and papa bears things, do you think she was **uncomfortable** trying to lay down in those beds or sit on those chairs?

SOCIAL INTERACTIONS AND VIDEO MODELING

Embarrassed by Sesame Street with Seth Rogan, courtesy of Sesame Street:

https://www.youtube.com/watch?v=Yr1wc4khkGM&ab_channel=SesameStreet

Kids can watch this and learn about the meaning of embarrassed. They can talk about the different situations that Seth Rogan is in and if it would make them comfortable or **uncomfortable**.

YOUNG ADULTS:

Get comfortable with feeling uncomfortable by Luvvie Ajayi Jones, courtesy of Ted Talks: https://www.youtube.com/watch?v=QijH4UAqGD8&ab_channel=TED

This is a very interesting Ted talk where the speaker talks about how sometimes we need to be okay with feeling **uncomfortable** because it can lead to us growing as a person. There are always limits to feeling **uncomfortable**, but sometimes it's okay to feel slightly **uncomfortable**.

SENSORY MOTOR

Adults and students can use different sensory motor activities, such as a weighted blanket, a sensory bin, water play, etc. and talk about if they're comfortable or **uncomfortable**. If they are **uncomfortable**, they can talk about what to do to make them more comfortable. Adults can [share this ad about feeling physically uncomfortable from Pepto Bismol](#) to introduce the conversation.

VIDEOS, MUSIC, ANIMATED SHORTS

The feelings song by Miss Molly, courtesy of Miss Molly:

https://www.youtube.com/watch?v=-J7HcVLsCrY&ab_channel=MissMolly What emotions do you think can be **uncomfortable**?

Sad, Bad, Terrible Day by the Learning Station, courtesy of the Learning Station:

https://www.youtube.com/watch?v=ca8SUuG8vdA&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes How do you think he felt during his sad, bad, terrible day?

JB Uncomfortable Feelings, courtesy of Joy Berry Books:

https://www.youtube.com/watch?v=DVrTjrnRIE&ab_channel=JoyBerryBoooks

YOUNG ADULTS:

Movie scene "Mr. Stark, I don't feel so good," from Infinity War courtesy of Arnol Méndez":

https://www.youtube.com/watch?v=Ynkq1sZQz4g&ab_channel=ArnolM%C3%A9ndez

Uncomfortable by Chase Atlantic, courtesy of Chase Atlantic:

https://www.youtube.com/watch?v=mXjUcE6ZevE&ab_channel=CHASEATLANTIC

Uncomfortable by Halestorm, courtesy of Halestorm:

https://www.youtube.com/watch?v=taanowedKoY&ab_channel=Halestorm

STRUCTURED ACTIVITIES

Adults can explicitly teach students what it means to feel **uncomfortable**. Adults and students can have a group discussion about things that make them **uncomfortable** such as people teasing them or talking in front of the class.

ART OR SCIENCE ACTIVITIES

Using the Zones of Regulation curriculum, students and adults can create a yellow zone craft with construction paper, paint, markers, and any other art supplies available. The yellow zone can be an **uncomfortable** zone to be in because this is when you start to feel a little out of control of your emotions (e.g., feeling nervous or a little too excited).

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: This website can be used to create a book about different situations where someone might feel **uncomfortable**. The book can also contain different things that we can do when we are feeling **uncomfortable** to help us feel better.

WORD WALL: Create a WordWall and add '**uncomfortable**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron at mrbaron2017@gmail.com, Alisa Lego on Instagram @newfriendscollective or Beth Lytle @blytle@mail.sfsu.edu
Thank you!