

## **WELCOME TO WINSTON’S WORLD — WHERE EVERY SNIFF TELLS A STORY!**

In the human world, we say, “Well, the way I see it.” Dogs view the world the way they “sniff” it. In *Winston’s World: The Way He Sniffs It*, young readers will laugh, learn, and grow alongside Winston, a lovable pup with a nose for life’s important lessons. Through ten heartwarming and humorous tales, Winston shares his adventures in his own playful voice, teaching kids valuable Social and Emotional Learning (SEL) skills along the way. The core SEL themes are:

- Self-Awareness: Understanding feelings, motivations, and personal strengths.
- Self-Management: Managing impulses and making thoughtful choices.
- Social Awareness: Recognizing the feelings of others.
- Relationship Skills: Listening, apologizing, and showing empathy.
- Responsible Decision-Making: Thinking through consequences before acting.
- Respect for Diversity: Embracing uniqueness and abilities in others.

Each story is filled with relatable situations that help children navigate everyday challenges — from making friends to managing big feelings — all with a little help from Winston’s unique perspective.

Get ready to sniff out the fun and discover the power of kindness, empathy, and resilience—one wag at a time!

"Feel free to download the teacher guides for each story and the coloring page that follows. I’d also be delighted to visit your classrooms to talk about writing, the power of imagination, and more. And if you're local, Winston would love to join the fun and give everyone a cheerful ‘High Paw!’"

Permission is granted by the author to reproduce and copy this material.

## **THE SECRETS OF MY SNOUT**

### **KEY TAKEAWAYS FOR STUDENTS**

- Feelings matter—ours and others.
- Rules are made for safety and love, not just limits.
- Think before you act—consider how your choices affect others.
- Apologizing and making things right is a strong and kind thing to do.

### **PRE-READING DISCUSSION QUESTIONS**

- How do you think dogs experience the world?
- Have you ever done something without thinking first?

### **POST-READING DISCUSSION QUESTIONS**

- Why does Winston think his nose is so important?
- What do you think Winston should have done when Hazel invited him?
- Why did Winston leave the yard?
- How would you have felt if you were Sugar or Babe when Winston went missing?
- What did Winston learn?
- How can we apply Winston's lesson to our own lives?

## CLASSROOM ACTIVITIES

### GAME ACTIVITIES

#### “Sniffing Out Feelings” – Emotion Identification Game

- Create cards with different emotions.
- Have students match each emotion with a moment from Winston’s story. • Discuss why Winston (or other characters) might have felt that way

#### “Think Before You Fetch” – Decision-Making Chart

- Have students fill out a chart that has a column for a situation, then one with possible choices, followed by one that list possible consequences (good or bad) and finally one with the best choice options.

#### “Paw-sitive Apologies” – Practicing Empathy and Repair

- Role-play how to apologize and show empathy.
- Discuss why saying sorry and making things right matters.

### WRITING ACTIVITIES

#### Creative Writing Prompt: “My Super Snout Adventure” • Students

write their own story from a pet's perspective.

- Include a challenge, a decision, and what they learn.
- write an apology note from Winston to Sugar and Babe.

#### Extension Writing Prompts

- Write a story from Hazel’s point of view. How did she feel when Winston hesitated to follow her?
- Create a new adventure for Winston where he uses responsible decision-making.

- Write a silly, creative “pee-mail” message from Winston to a friend. **Role Playing**
- Think of scenarios similar to Winston’s and practice making safe, responsible choices
- Ask students to share personal stories about how someone’s actions impacted their lives or how theirs has impacted others.

## **ART ACTIVITIES**

### **Make a Poster**

- Have students create posters depicting rules they follow at home or school and why they keep them safe.

# STUDENT WORKSHEETS

## Worksheet 1: My Super Sniffer

1. 🐾 Winston uses his nose to understand the world around him. What helps YOU learn about the world? (Circle all that apply):

- 👃 Smell   🧐 Sight   👂 Hearing   🤚 Touch   🍷 Taste

2. What are some interesting things you've noticed with your senses?

---

---

3. If you had a superpower like Winston's snout, what would it be?

---

---

## Worksheet 2: Rules and Safe Choices

🐾 Winston made a decision to leave his yard. Think about rules and how they help us stay safe.

1. Why do you think Sugar and Babe had a rule about staying in the yard?

---

2. What could have happened to Winston when he left?

---

3. What are some rules that help keep YOU safe?

---

---

4. What can you do when a friend wants you to break a rule?

---

### Worksheet 3: Think Before You Decide

🐾 Before making a choice, Winston realized he should think about how it might affect others.

1. What are some things to think about before making a decision?

Will it hurt me or someone else?

Will it make someone feel sad or worried?

Is it safe and respectful?

2. Write or draw a situation where you had to think before you decided.

---

---

3. What did you decide to do, and why?

---

---

### Worksheet 4: Write an Apawlogy Letter

🐾 Imagine you are Winston. Write a letter to Sugar and Babe saying how you feel and what you learned.

Dear Sugar and Babe,

I'm sorry for

---

I felt

---

I learned that

---

Next time, I will

---

Love, Winston 🐾



## **BEE-WARE**

### **KEY TAKEAWAYS FOR STUDENTS**

Listening to good advice given out of concern is important.

- Actions have Consequences – good and bad.
- Learning from Mistakes: It is better to think things through rather than act impulsively.

### **PRE-READING DISCUSSION QUESTIONS**

- Have you ever been warned not to do something, but you did it anyway?
  - What happened?
  - How did you feel afterward?
- What happens if you bother a bee?
  - Why do you think a bee stings you?
- What does the word “consequence” mean to you?
- What is an example of a good consequence? A bad one?
- Does the title, BEE-WARE, give you a clue to what the story will be about?

### **POST-READING DISCUSSION QUESTIONS**

- How did Winston feel about the buzzing sound at first?
- What did Sugar and Babe try to tell Winston?
- What happens when Winston ignores the warning?
- What lesson did Winston learn?
- What was the “consequence” in the story?
- If you were Winston, what would you do differently?
- What are some funny words Winston uses?
- What do you think “Winston’s Wise Words” teach readers?



## CLASSROOM ACTIVITIES

### GAME ACTIVITIES

- **Character Feelings Timeline:**  
Have students create a timeline showing how Winston's feelings change throughout the story (e.g., curious → confident → surprised → hurt → thoughtful).
- **Cause and Effect Match-Up:**  
Create cards with actions (e.g., "Winston pokes the bee") and cards with effects (e.g., "Winston gets stung"). Students match them up to review cause and consequence.
- **Story Retelling with Puppets:**  
Students make simple stick puppets of Winston, Sugar, Babe, and the bee, and act out the story in pairs or groups.

### WRITING ACTIVITIES

- **Consequence Sort Game:**  
Create a set of cards: some with actions, others with consequences. Students match actions with likely consequences (good or bad). For example: \*Touch a hot stove – Burned finger, \*Listen to a warning – Stay safe
- **Winston's Advice Column:**  
Students write a pretend advice column as if Winston is answering letters from other animals with questions about what to do in tricky situations.
- **Imagine Winston Writes a journal entry about his bee sting experience.** What does he say?
- **Write a letter from Winston to the bee.**

## **ART ACTIVITIES**

- **Draw the Scene:**  
Ask students to draw their favorite part of the story & write a short caption explaining it.
- **Comic Strip:**  
Have students turn the story into a comic strip using speech bubbles and illustrations to show key events.
- **Create a “Winston’s Wise Words Poster”** with the quote, “From now on, I hope I’ll listen or at least think about what might happen before I stick my nose where it doesn’t belong.”

## **BONUS ACTIVITY – SCIENCE CONNECTION**

- **Bee Facts Mini-Project:**  
After reading the story, research real facts about bees. Students can create a “Bee-Aware” poster about how bees help the environment and why it’s important to respect them.

## STUDENT WORKSHEET

### Worksheet 1: Listen and Learn

 Winston didn't listen to Sugar and Babe's warnings. What happened next?

1. What did Sugar and Babe warn Winston about?

---

2. What happened because Winston didn't listen?

---

3. What do you think Winston should have done instead?

---

4. Have you ever ignored a warning? What happened?

---

---

### Worksheet 2: Good and Bad Consequences

 Every choice has a consequence—something that happens because of what we do.

1. What was the consequence of Winston ignoring the bee?

---

2. What would have been a better consequence if he had listened?

---

3. Think of a time you made a good choice. What was the good consequence?

---

4. Think of a time you made a not-so-good choice. What happened?

---

### Worksheet 3:

#### Think Before You Act

🐾 Before you make a decision, it helps to STOP and THINK.

Before I make a choice, I should ask:

- Could this hurt me or someone else?
- Is someone giving me helpful advice?
- What might happen next?

Write about a time you had to stop and think before doing something:

---

---

What did you decide to do, and what happened after?

---



#### **Worksheet 4: Draw the Lesson**

🐾 Draw two pictures: One showing Winston not listening and what happened, and one showing what might have happened if he listened.

Picture 1: What happened when Winston didn't listen.

[Draw here]

Picture 2: What could have happened if Winston had listened.

[Draw here]



## DIFFERENT BUT THE SAME

### KEY TAKEAWAYS FOR STUDENTS

- **Everyone is Unique in Their Own Way**

Just like the different dogs in the park—different shapes, sizes, colors, and abilities—people are unique too. And that’s something to be celebrated.

- **It’s Okay to Be Curious and Unsure at First**

When we see something unfamiliar, like Winston did with Jet’s wheels, it’s natural to feel unsure. But asking questions and showing kindness helps us understand and connect.

- **Kindness Builds Friendship**

Winston approached Jet respectfully and gently. That small act of kindness helped build a new friendship. Being kind and open-minded is always a grrreat first step.

- **Differences Don’t Stop Us from Having Fun Together**

Even though Jet had wheels instead of back legs, he still loved to play and have fun—just like Winston and the other dogs. What matters most is including everyone and finding what you can enjoy together.

- **Treat Others How You’d Want to Be Treated**

Winston didn’t treat Jet differently in a bad way—he just took time to understand him better. That’s a great reminder to always treat others with respect and care, no matter what differences they may have.

- **Being Unique is a Good Thing**

Everyone has something special that makes them who they are. Whether it's the way you look, what you like, or what you can do—it’s your uniqueness that makes you *wonderful!*

- **Inclusion Makes Everyone Feel Good**

Winston invited Jet to play and helped others get to know him too. When we include others, we help everyone feel accepted and valued.

### **PRE-READING DISCUSSION QUESTIONS:**

- What does it mean to be "different"?
- Can you think of some ways that people or animals might be different from one another?
- Have you ever met someone who looked or acted differently from you? How did you feel? What did you do?
- Why do you think it's important to include others, even if they are different from us?
- What are some ways people can show kindness to someone new or unfamiliar?
- Can animals be friends even if they are different breeds or sizes? What about people?
- What does it mean to treat someone with respect? What does that look like in real life?
- What would you do if you saw someone at the park or playground who uses a wheelchair or another mobility aid?
- Do you think being different can be a good thing? Why or why not?
- What do you think this story might be about, just from the title "Different but the Same"?

### **POST-READING DISCUSSION QUESTIONS:**

- How did Winston feel when he first saw Jet? Why do you think he felt that way?
- What helped Winston realize that Jet could still play and have fun?
- How did Winston show kindness and respect toward Jet? What did he do that made Jet feel welcome?
- What are some ways Winston and Jet were different? What were some ways they were the same?
- Why is it important to take time to get to know someone before making judgments?
- What lesson do you think Winston learned by the end of the story?
- What did you learn from this story about including others who may be different from you?
- Can you think of a time when you made a new friend who was different from you? What did you learn from that friendship?
- What would you tell someone who feels unsure about playing with or talking to someone who is different?



## CLASSROOM ACTIVITIES

### **All About Me – All About Us Poster**

- Students create posters showing how they are unique (favorite things, hobbies, culture, family, etc.) and how they are similar to others.
- Display the posters around the classroom to celebrate diversity and unity.

### **Paw Print Compliments**

- Cut out paw print shapes.
- Each student writes kind notes or compliments for a classmate on a paw print.
- Decorate a “Kindness Path” on a bulletin board or wall.

### **“Meet a Friend Like Jet” Writing Prompt**

- Students write a short story about meeting a new friend who is different in some way.
- Encourage them to include how they would show kindness, what they’d do together, and what they’d learn from each other.

### **Role Play – “New Dog at the Park”**

- Students act out meeting a new friend (one student plays Jet or another unique character).
- Practice introducing themselves, asking respectful questions, and inviting someone to play.

### **Friendship Circle**

- Form a circle and pass around a soft toy or “talking stick.”
- Each student shares one way they can be a good friend to someone who is different from them.

## **Wheel of Wonder Craft**

- Make a craft that represents Jet’s wheels.
- Each section of the wheel has a word like: “Respect,” “Kindness,” “Inclusion,” “Curiosity,” and “Friendship.”
- Students decorate each section with drawings or words about how to show these qualities.

## **Story Retelling with Puppets or Stuffed Animals**

- Use dog puppets or plush toys to retell the story

## **WRITING ACTIVITIES**

### **“A New Friend Like Jet” – Creative Writing**

- Prompt: *Imagine you meet a new friend who is different from you in some way. Write a short story about how you became friends and what you did together.*
- Focus on kindness, understanding, and shared fun.

### **“We’re Different, We’re the Same” – Compare & Contrast Writing**

- Students write a paragraph or short essay comparing themselves to a friend, classmate, or character from the story.
- Encourage them to describe both differences and similarities.

### **“What I Learned from Winston” – Reflection Writing**

- Prompt: *What lessons did Winston learn in the story? What did you learn from him?*
- Students reflect on empathy, friendship, and inclusion.

## **Character Diary Entry**

- Write a diary entry from **Winston's** or **Jet's** point of view.
- Prompt: *Describe the day at the park and how you felt about meeting each other.*

## **“Kindness Counts” – Letter Writing**

- Students write a letter to someone who may feel left out or different, offering kind and encouraging words.
- You can also turn this into a class kindness mail activity.

## **“Being Unique is Wonderfur!” – Opinion Writing**

- Prompt: *Do you think being different is a good thing? Why or why not?*
- Students write a paragraph expressing their opinion and support it with reasons from the story or their life.

## **“If I Were a Dog Like Winston...” – Perspective Writing**

- A fun and imaginative activity where students pretend to be a dog at the park and describe their day, interactions, and thoughts about meeting others.

## **ART IDEAS**

### **“Design Your Own Dog” Art Project**

- Students create their own unique dog character—different fur, size, color, legs, tails, accessories, etc.
- Display them on a bulletin board titled: **“All Different, All Pawsome!”**
- You could even have students write a short bio for their dog, describing its personality and favorite things.

### **“We’re All Unique” Collage**

- Use magazines, colored paper, fabric scraps, or drawings to create a collage of dogs and people with different features, abilities, and styles.
- Emphasize that everyone has something special to bring to the group.

### **“Winston & Jet at the Park” Scene Drawing**

- Students illustrate their favorite scene from the story (e.g., the tuggy rope game, meeting Jet, resting under the trees).
- Encourage detailed backgrounds (trees, lake, other dogs, people).

### **“Friendship Paw Prints” •**

Trace or cut out large paw prints.

- In each paw print, students draw or write something that represents **what makes a good friend** (kindness, respect, listening, including others, etc.).
- Hang them along a **“Path of Friendship”** in the classroom.

### **“Different but the Same” Art Quilt**

- Each student gets a small square of paper to decorate with patterns, colors, and images that represent their personality or background.
- Combine all squares into a class quilt mural to show how everyone’s uniqueness makes the class stronger together.

### **Kindness Rocks”**


- Have students paint rocks with positive messages or symbols inspired by the story (paws, hearts, kind words, etc.).
- Display them in a kindness garden or gift them around school.

### **Puppy Puppet Craft**

- Students make Winston and Jet puppets (paper bag or stick puppets).
- Use them to act out parts of the story or create their own sequel scene.

# STUDENT WORKSHEETS

## Worksheet 1: Different and the Same

 Winston noticed that even though dogs (and people) are different, they are also the same in many ways.

1. What are some ways Winston saw that dogs were different from each other?

---

---

2. What are some things Winston noticed that all dogs have in common?

---

---

3. What are some ways people are different from each other?

---


---

4. What are some ways all people are the same?

---

---

## Worksheet 2: Meeting a New Friend

 Winston was unsure what to do when he met Jet. Has this happened to you?

1. What was your first thought when you met someone different from you?

---

2.

How did you get to know them better?

---

3.

What did you learn about that person?

---

---

4. How can we be kind and welcoming to people who are different?

---

### Worksheet 3: We Are All Unique

🐾 Being different makes us special. Being kind helps us connect.

1. Something that makes me different or unique is:

---

2. Something that makes me the same as my friends is:

---

3. One thing I can do to be kind to others who are different from me is:

---



## Worksheet 4: Draw Our Differences and Similarities

🐾 Draw a picture of you and a friend. Label things that make you different and things that make you the same.

[Draw here]

Ways we are DIFFERENT:

---

Ways we are the SAME:

---





## **ANGRRR**

### **KEY TAKEAWAYS**

- It's okay to feel angry when you're misunderstood or falsely accused.
- Acting on anger or seeking revenge doesn't make us feel better—it often makes things worse.
- Emotional regulation (like deep breathing and using comfort objects) can help us calm down.
- Understanding others' perspectives can lead to compassion and forgiveness.
- Communication, even without words, can still build trust and repair relationships.

### **PRE-READING QUESTIONS**

- Have you ever been blamed for something you didn't do? How did it make you feel?
- What do you usually do when you feel angry or frustrated?
- Why do you think people or animals might act rudely or aggressively?
- What do you think it means to be a "Top Dog in Charge"?

### **POST-READING QUESTIONS**

- Why was Winston blamed for the mess?
- What thoughts did Winston have when he got angry?
- How did Winston calm himself down?
- What changed Babe's mind about what really happened?
- What did Winston learn about anger and forgiveness?
- Do you think Bandit was really a "bad dog"? Why or why not?
- Why do you think Winston felt sorry for Bandit in the end?
- What can we learn from Winston about how to handle our feelings?

## CLASSROOM ACTIVITIES

### Writing Exercises

- **'A Time I Felt Angry' Journal Prompt:**

Write about a time you felt angry or misunderstood. What did you do? What helped you feel better?

- **'If I Were Winston...' Creative Writing:**

Rewrite the story from Winston's point of view using your own words. Add dialogue, thoughts, or even a different ending.

- **Letter to Bandit:**

Write a letter from Winston to Bandit expressing how he felt and what he learned.

- **What Would You Do? Scenarios:**

Give students short scenarios (e.g., someone blames you for something at recess) and have them write or discuss what they would do to handle their emotions.

### ART PROJECTS

- **Draw Your Feelers:**

Illustrate different "feelers" (emotions) with facial expressions and colors. Create an "Emotion Dog" chart.

- **Create Your Own Comfort Object:**

Design a toy like Winston's hedgehog. What would it look like? What would it be called?

- **Trash Scene Comic Strip:**

Draw a comic strip of the story's key events: Bandit making a mess, Winston being blamed, Winston calming down, Babe realizing the truth.

- **Design Winston's Badge:**

Create a badge for Winston as the 'Top Dog in Charge.' What symbols would represent his personality and role?

## **SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS**

- **Calm Corner Activity:**

Create a classroom space like Winston's pillow and hedgehog area for students to practice calming down.

- **Role Play:**

Act out scenes from the story and talk about different choices characters could have made.


- **'I Feel... Because...' Cards:**

Practice using emotion cards to express feelings constructively like Winston eventually did.



## STUDENT WORKSHEET

### Worksheet 1: Angry Feelers and Calming Down

 Everyone feels angry sometimes. It's what we do with that anger that matters.

1. Why was Winston angry?

---

2. What are some things Winston thought about doing when he was angry?

---

3. Did those thoughts make him feel better or worse?

---


4. What helped Winston calm down?

---

5. What helps YOU calm down when you feel angry?

---

### Worksheet 2: Fairness and Forgiveness

 Sometimes we get blamed for things we didn't do. How do we handle it in a kind way?

1. Was it fair that Babe blamed Winston? Why or why not?

---

2. How did Winston feel when Babe blamed him?

---

3. What did Babe do after he realized Winston was not at fault?

---

4. How did Winston show he forgave Babe?

---

5. Why is it important to forgive others?

---

### **Worksheet 3: Think Before You React**

 Sometimes angry thoughts pop into our heads. But what we choose to DO is what matters.

1. What are some things Winston could have done that wouldn't have helped?

---

2.

What did he do instead to calm himself down?

---

3. Think about a time you were angry. What helped you calm down?

---

---

4. Next time you feel angry, what could you try? (Circle your favorites)

- Take deep breaths • Squeeze a stress toy • Talk to someone
- Go for a walk • Hug a stuffed animal • Count to 10
- Write about it • Listen to music • Other: \_\_\_\_\_

## Worksheet 4: Draw How You Calm Down

🐾 Draw a picture of something that helps you calm down when you're feeling angry or upset.

[Draw here]

What is happening in your picture?

---

How does it help you feel better?

---



## **BEING PAWSITIVE**

### **KEY TAKEAWAYS**

- Everyone has unique strengths—what makes us different makes us special.
- It's normal to feel left out sometimes, but those feelings can pass.
- Positive thinking can help us feel better and build confidence.
- True friends care about you even when they make mistakes.
- Self-acceptance helps build resilience and emotional well-being.

### **PRE-READING QUESTIONS**

- What do you do when you're having a bad day?
- Have you ever felt left out? How did it make you feel?
- Can you think of something that makes you special?
- What does it mean to be 'pawsitive'?

### **POST-READING QUESTIONS**

- Why did Winston feel bad at the creek?
- How did his feelings change during the story?
- What did Winston learn about himself?
- Why did Winston think the day was ruined? What helped him feel better?
- What did Soren say that helped Winston feel special again?
- What does Winston mean when he talks about 'storm clouds' and 'sunshine' inside him?
- What are some pawsitive things you can say about yourself?



## CLASSROOM ACTIVITIES

### Writing Exercises

- **My Special Strengths' Journal Prompt:**

Write about things that make you special. What are you really good at?

- **Storm Clouds and Sunshine Reflection:**

Draw or write about a time when you had stormy thoughts and what helped your sunshine come back.

- **'Dear Winston' Letter Writing:**

Write a letter to Winston telling him what makes him a great friend.

- **Being Pawsitive Affirmations:**

Write a list of pawsitive affirmations (e.g., 'I am kind,' 'I am strong,' 'I am unique').

### ART PROJECTS

- **Storm Clouds vs. Sunshine Art:**

Create a two-part drawing: one side shows storm clouds (sad thoughts), the other shows sunshine (happy, pawsitive thoughts).

- **Pawsitive Portrait:**

Draw a self-portrait and around it write pawsitive words about yourself.

- **My Strength Pawprint:**

Draw a large pawprint and in each toe pad, write something you're good at or something you like about yourself.

- **Winston's Creek Scene:**

Illustrate the creek moment from the story and add speech/thought bubbles to show how Winston felt and what changed.

## **SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS**

- **Feelings Chart:**

Create a chart showing how feelings can change throughout the day and what can help us feel better.


- **Compliment Circle:**

Students give each other one kind compliment to spread pawsitive energy.

- **Mindfulness with Winston:** Practice a short breathing exercise and think of three good things about yourself—just like Winston did with the clouds and the creek sounds.

## STUDENT WORKSHEETS

### Worksheet 1: Ups and Downs

 Winston had a great day that turned into a not-so-great day. Let's explore those feelings.

1. What made Winston feel happy at the beginning of the day?

---

2. What made Winston feel sad during the walk?

---


3. What did Winston think about himself that made him feel worse?

---

4. What helped Winston feel better again?

---

### Worksheet 2: Pawsitive Self-Talk

 When Winston felt sad, he changed his thoughts to pawsitive ones.

1. Write three pawsitive things about yourself:

- ---
- ---
- ---

2. Write a message you would say to yourself on a hard day:

---

3. What are some things that make you special and unique?

---

---

### **Worksheet 3: Celebrate What You Can Do**

🐾 Winston remembered his special strengths. What are YOURS?

1. Something I'm really good at: \_\_\_\_\_

2. Something that makes me feel proud: \_\_\_\_\_

3. A fun thing I love to do: \_\_\_\_\_

4. One way I can help a friend feel better is: \_\_\_\_\_

### **Worksheet 4: Draw Your Sunshine**

🐾 Winston said sad thoughts were like storm clouds. Pawsitive thoughts brought back the sunshine.

Draw a picture of something that brings sunshine to your day.

[Draw here]

What did you draw? \_\_\_\_\_

Why does it make you feel good? \_\_\_\_\_



**APAWLOGIZING THE RIGHT WAY**

## **SEL KEY TAKEAWAYS**

- Saying 'I'm sorry' is important—but real apologies go beyond words.
- Admitting when you're wrong helps restore trust and rebuild friendships.
- Apologies should include empathy, responsibility, and a desire to make things right.
- Everyone makes mistakes, but how we respond to them shows our character.
- It's okay to feel embarrassed when apologizing—it takes courage!

## **PRE-READING QUESTIONS**

- Have you ever had an argument or misunderstanding with a friend?
- What do you think makes a good apology?
- Why do people sometimes hurt others' feelings without realizing it?
- What does it mean to 'make things right' after hurting someone?

## **POST-READING QUESTIONS**

- Why was Hazel upset with Winston?
- How did Winston try to apologize the first time? What went wrong?
- What did Winston learn about giving a real apology?
- What made Hazel forgive Winston in the end?
- How do you think Hazel felt before and after the second apology?
- Why is it important to ask how you can make things better after an apology?
- What would you have done if you were Winston?

## **CLASSROOM ACTIVITIES**

## Writing Exercises

- **A Time I Needed to Apologize Reflection:**

Write about a time you had to say 'I'm sorry.' What happened, and how did you make it right?

- **What Makes a Real Apology? List Making:**

Make a checklist of what a good apology should include (e.g., say what you did wrong, show you're sorry, ask how to make it better).

- **'Dear Hazel' Letter Writing:**

Pretend you're Winston and write a heartfelt letter to Hazel explaining your mistake and asking for forgiveness.

- **Practice Apologies Scenario Writing:**

Give students short situations (e.g., breaking a toy, hurting a friend's feelings) and have them write what a real apology would sound like.

## ART PROJECTS

- **Apawlogy Poster:**

Create a step-by-step visual poster of 'How to Give a Real Apawlogy' using Winston as a character guide.

- **Apology Cards:**

Make 'I'm Sorry' cards students can decorate and personalize, then write an apology inside (real or practice).

- **Feelers Faces:**

Draw Winston's face with different emotions: confusion, guilt, embarrassment, relief, and happiness. Label how he felt throughout the story.

## SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS

- **Apology Role Play:**

Practice real-life apology scenarios in pairs or groups to learn tone, body language, and kind words.

- **Empathy Circle:**

Each student shares a time when their feelings were hurt and what helped them feel better.

- **Winston's Wisdom Wall:**

Create a bulletin board with student-made quotes about friendship, forgiveness, and doing the right thing.

- **Real vs. Fake Apology Game:**

Read examples of apologies and discuss: is it a real apology or no

## **STUDENT WORKSHEETS**

### **Apawlogizing the Right Way 'Worksheet 1: Real Apology Template**



Use this template to write a real, heartfelt apology.

1. What did I do that hurt someone's feelings?

---

---

2.

How do I think they felt about what happened?

---

---

3.

Why am I sorry?

---

---

4.

What can I do to make things better?

---

---

5. What can I do differently next time?

---

---

Read each apology below. Decide if it's a REAL apology or a FAKE apology. Circle your answer.

1. 'I'm sorry you got upset.' (REAL or FAKE?)
2. 'I'm sorry I hurt your feelings. I'll try to do better.' (REAL or FAKE?)
3. 'Whatever, I said sorry already!' (REAL or FAKE?)
4. 'I was wrong to leave you out. Please forgive me.' (REAL or FAKE?)
5. 'I didn't mean to, so you shouldn't be mad.' (REAL or FAKE?)
6. 'I'll help you fix it because I'm truly sorry.' (REAL or FAKE?)

### **Worksheet 3: Feelings Tracker – Winston's Emotions**

Track Winston's emotions throughout the story. How did he feel at different times? What caused each feeling?

When Hazel walked past Winston without saying anything, he felt: \_\_\_\_\_

Why? \_\_\_\_\_

When Winston realized what he had done wrong, he felt: \_\_\_\_\_

Why? \_\_\_\_\_

After his first apology, he felt: \_\_\_\_\_

Why? \_\_\_\_\_

After his second apology, he felt: \_\_\_\_\_

Why? \_\_\_\_\_

### **Worksheet 4: Make It Right Plan**

Think of a time when you hurt someone's feelings. Fill in the plan below to help make it right.

Who did I hurt? \_\_\_\_\_

What happened? \_\_\_\_\_

How did they feel? \_\_\_\_\_

How can I apologize sincerely? \_\_\_\_\_

What can I do to make it better? \_\_\_\_\_

What will I do differently next time? \_\_\_\_\_



## TRICKY PEOPLE TROUBLE

**Special Note: I use “Tricky People” instead of “Stranger Danger” because some abusers are known to the children.**

### SEL KEY TAKEAWAYS

- Trust your instincts—your “yucky feelers” are important safety signals.
- People can appear kind but still have tricky or unsafe intentions.
- Safety rules help keep us protected, even when we’re tempted by fun or tasty things.
- Learning to say 'no,' walk away, and tell a trusted adult is powerful and brave.
- Not all tricky people are strangers—tricky behavior is what matters.

### PRE-READING QUESTIONS

- What does it mean to be “safe”?
- What would you do if someone you don’t know offered you a toy or treat?
- Do you think someone can look friendly but still be dangerous?
- What do you think a “tricky person” might do?

### POST-READING QUESTIONS

- Why did Winston feel unsure about the stranger in the car?
- What things made the stranger seem nice?
- What are “yucky feelers,” and why are they important?
- What did Sugar do to help Winston stay safe?
- What are some tricky things people might say or do?
- What would you do if a person asked you to do something you know is not safe?
- What did Winston learn by the end of the story?

## CLASSROOM ACTIVITIES

### WRITING EXERCISES

- **Trust Your Feelers Journal Prompt:**

Write about a time you had yucky feelers or a weird gut feeling. What did you do?

- **Tricky or Trusty? Safety Sorting:**

Students write or sort phrases into “Safe/Trusty” or “Unsafe/Tricky.”

- **'Dear Winston' Letter:**

Write a letter to Winston telling him what he did right and what you’ve learned from his story.

- **Safety Pledge:**

Write a personal pledge to stay safe, trust your feelers, and tell a grown-up if something feels wrong.

### ART PROJECTS

- **Yucky Feelers Monster:**

Draw a creature that represents yucky feelers—students describe how it feels and what to do when it appears.

- **Safety Shield Design:**

Design a shield with symbols or words that represent safety, courage, and trusting instincts.

- **Winston’s Safety Poster:**

Create a poster about the lessons Winston learned (e.g., “Don’t go with tricky people—even if they offer a toy!”).

- **Comic Strip – “Winston vs. The Tricky Person”:**

Illustrate the key scenes from the story in a comic format, showing what Winston felt and learned.

## **SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS**

- **Role Play Safety Scenarios:**

Practice responses to tricky situations (e.g., someone offers candy, asks to keep a secret, etc.).

- **Feelings Check-In:**

Use a feelings thermometer or emoji chart to help students recognize when they're feeling nervous or unsafe.

- **Safe Adult Web:**


Students draw a web of adults they trust (family, teachers, counselors) they can go to if something feels wrong.

- **Tricky Talk vs. Safe Talk Game:**

Read phrases and have students decide if it's something a "tricky person" might say or a "safe person."

## STUDENT WORKSHEET

### Worksheet 1: Yucky Feelers Reflection

 Think about what Winston felt when he met the tricky person. Now think about your own feelings.

1. What are some signs that you have yucky feelers? (Example: tight tummy, racing heart)

---

---

2. What should you do if you feel unsafe or have yucky feelers?

---

---

3. What are some things a tricky person might say or do?

---

---


### Worksheet 2: Tricky Talk vs. Safe Talk

 Read each phrase. Decide if it's TRICKY TALK or SAFE TALK. Circle your answer.

1. 'Don't tell your parents. It's our little secret.' (TRICKY or SAFE)
2. 'Let's ask a grown-up before we go anywhere.' (TRICKY or SAFE)
3. 'I have a toy in my car. Want to see it?' (TRICKY or SAFE)
4. 'Always tell your grown-up where you are going.' (TRICKY or SAFE)
5. 'Come with me, I'll give you candy.' (TRICKY or SAFE)
6. 'If you feel unsure, go tell a safe adult.' (TRICKY or SAFE)



### **Worksheet 3: My Safety Pledge**

 Write your own safety promise.

I promise to listen to my yucky feelers.


I promise to never go anywhere with someone unless my grown-up says it's okay.

I promise to tell a trusted adult if I feel unsafe or uncomfortable.

I promise to be brave, stay safe, and help others stay safe too.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### **Worksheet 4: My Trust Circle**

 Write or draw the names of people you can always talk to when you feel unsafe or unsure.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## **CATCH ME IF YOU CAN**

### **SEL KEY TAKEAWAYS**

- Everyone has strengths—even if they take time and effort to grow.
- It's normal to feel frustrated or discouraged, but we can choose not to give up.
- Practice builds confidence and helps us reach our goals.
- Comparing ourselves to others can make us feel bad—but focusing on personal growth makes us feel proud.
- Encouraging others helps everyone grow stronger together.

### **PRE-READING QUESTIONS**

- Have you ever wanted to give up on something that felt hard?
- What do you do when something doesn't come easy to you?
- Can you think of a time when someone helped you get better at something?
- What does it mean to keep trying, even when it's tough?

### **POST-READING QUESTIONS**

- Why did Winston feel frustrated when racing Hazel?
- How did Dickens help Winston without saying a word?
- What lesson did Winston learn about practice and persistence?
- How did Winston help Crozby? Why was that important?
- What did Sugar mean when she told Crozby to run every day?
- What are some things that helped Winston and Crozby keep going when they wanted to quit?
- What's something you've improved at by practicing?

## CLASSROOM ACTIVITIES

### WRITING EXERCISES

- **Don't Quit Journal Prompt:**

Write about a time you felt like giving up. What happened? What helped you keep going?

- **Little by Little Goal Setting:**

Write down a personal goal. List small steps you can take each day to get better.

- **Dear Winston Letter Writing:**

Write Winston a letter thanking him for teaching you not to quit—and share what goal you'll keep trying to reach. • **Affirmation Writing:**

Write positive self-talk phrases like: "I'm trying my best," "I'm improving," "I can keep going!"

### ART PROJECTS

- **Don't Quit Posters:**

Create motivational posters with inspiring quotes and drawings of Winston or other animal friends working hard.

- **Progress Paws:**

Draw a pawprint and inside each toe pad write one thing you're proud of improving.

- **Goal Garden:**

Each student draws a flower or tree. On each petal/leaf, write a small step they'll take toward their goal.

- **Comic Strip – 'How I Got Better':**

Draw a comic strip showing the journey from frustration to success.

## **SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS**

- **Growth Mindset Role Play:**

Practice what to say when someone feels discouraged: “Try again,” “You can do it,” “Let’s practice together!”

- **Victory Wall:**

Create a classroom display where students post goals they reached or skills they improved over time.

- **Buddy Challenge Day:**

Pair students up to set a fun mini-goal (jump rope, drawing, spelling, etc.) and support each other.

- **Feelings Reflection:**

Talk about the difference between “I can’t do it YET” and “I’ll never be good at this.” Explore how our thoughts can change our fee

## STUDENT WORKSHEETS

### Worksheet 1: My Goal Setting Page

🐾 What is something you want to get better at? Write your goal below.

My Goal: \_\_\_\_\_

Why is this goal important to me?

---

---

Small Steps I Will Take to Reach My Goal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Who can support me or cheer me on? \_\_\_\_\_

## Worksheet 2: Positive Self-Talk Practice

🐾 Write a few things you can say to yourself when something feels hard.

• I can do this because \_\_\_\_\_ • I will keep trying even if

\_\_\_\_\_

• I am proud of myself when \_\_\_\_\_

• I won't quit because \_\_\_\_\_

• I believe in myself because \_\_\_\_\_ **Worksheet 3: My Paws of Progress**

🐾 Write something you're proud of each day or each time you practice.

Paw 1 – I'm proud that I \_\_\_\_\_

Paw 2 – I tried hard when \_\_\_\_\_

Paw 3 – I learned that \_\_\_\_\_

Paw 4 – I didn't give up when \_\_\_\_\_

Paw 5 – I got better at \_\_\_\_\_

## Worksheet 4: Comic Strip – My Journey

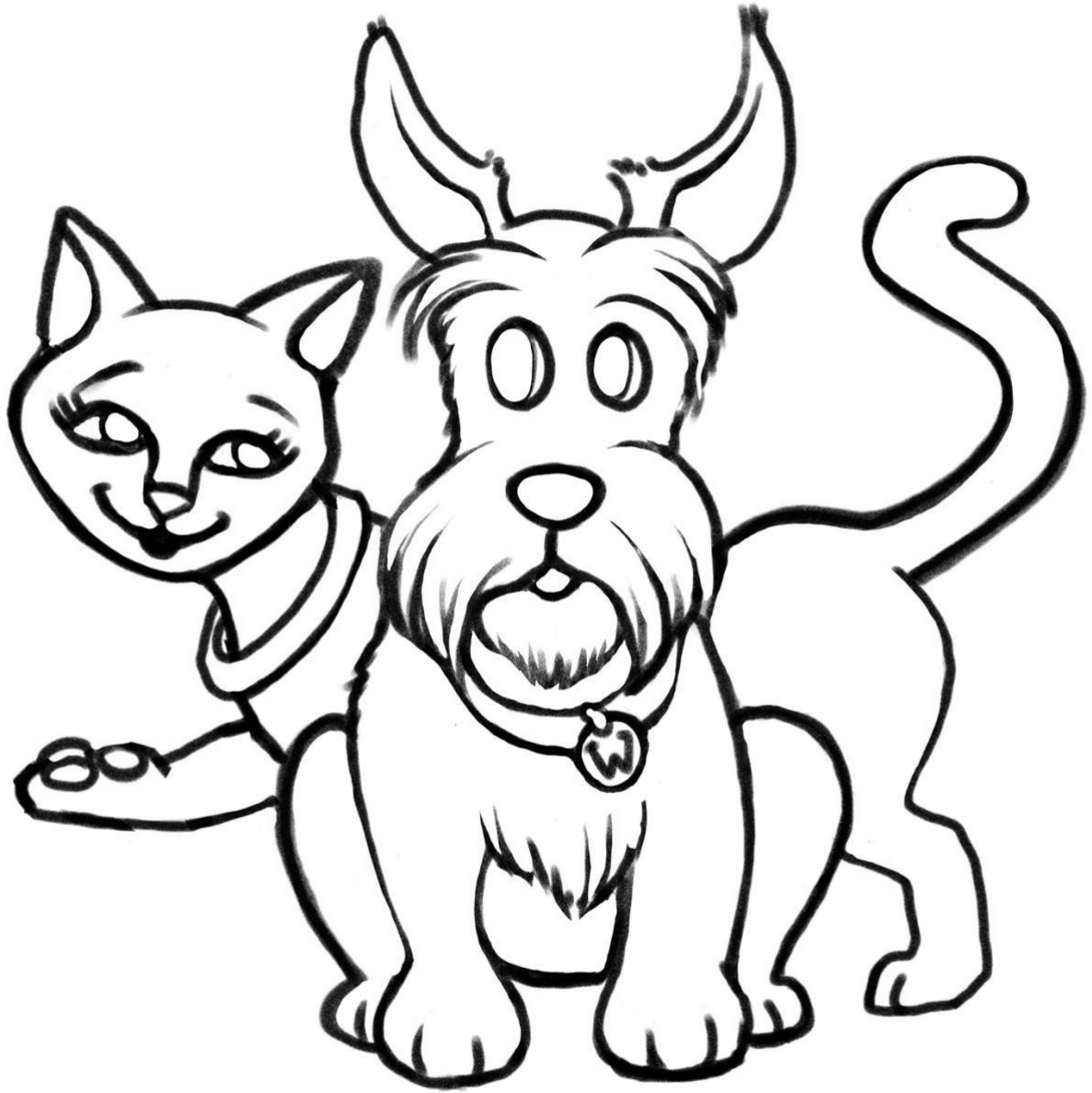
🐾 Draw or describe your journey from struggling with something to getting better at it.

Box 1 – When I felt like giving up: \_\_\_\_\_

Box 2 – What helped me try again: \_\_\_\_\_

Box 3 – How I practiced or kept going: \_\_\_\_\_

Box 4 – How I felt when I got better: \_\_\_\_\_





## **BUZZY BEES IN MY BELLY**

### **SEL KEY TAKEAWAYS**

- Everyone feels nervous sometimes—even brave dogs like Winston.
- Feelings of worry or fear are real and normal.
- We can use calming strategies to manage anxious feelings (deep breaths, positive thoughts, distractions).
- Understanding the difference between a 'worry brain' and a 'think-about-it brain' helps us respond better to fear.
- Facing our fears often shows us that things aren't as scary as we imagined.

### **PRE-READING QUESTIONS**

- What kinds of things make you feel nervous or worried?
- How does your body feel when you are scared or anxious?
- What are some ways you help yourself calm down?
- Why do you think even brave dogs like Winston might feel nervous sometimes?

### **POST-READING QUESTIONS**

- What gave Winston those “buzzy-bee” feelings?
- How did Winston react when Sugar and Babe didn't come home?
- What helped Winston calm down at the vet's office?
- How did Winston learn to manage his feelings before his bath?
- What's the difference between Winston's “worry brain” and “think-about-it brain”?
- What calming tools or thoughts helped Winston feel better?
- What is something you can remember or do when you feel buzzy in your belly?

## CLASSROOM ACTIVITIES

### WRITING EXERCISES

- **Buzzy Bee Moments Journal Prompt:**

Write about a time you felt nervous. What happened? What helped you feel better?

- **Think-About-It Brain vs. Worry Brain:**

Write a list of what your worry brain says and what your think-about-it brain can say instead.

- **Dear Winston Letter:**

Write a letter to Winston telling him about something that makes you nervous and ask for his advice.

- **My Calm-Down Plan:**

Create a written plan that lists calming tools you can use when you feel anxious (deep breaths, favorite object, positive thoughts, etc.)

### ART PROJECTS

- **Bee Your Best Calm Self:**

Draw a picture of a buzzy bee and write calming strategies around it like flower petals. •

- **My Calm Space Poster:**

Design a picture of your perfect calming space (a room, place in nature, or cozy nook).

- **Worry Brain vs. Think-About-It Brain Drawing:**

Create two cartoon brains—one showing worry thoughts and the other showing logical, calm thoughts.

- **Buzzy Bee Comic Strip:**

Draw a comic strip showing Winston's anxious feelings and how he calmed himself down.

## **SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS**

- **Calm-Down Corner:**

Set up a space in your classroom with fidgets, drawing paper, breathing visuals, and comfort items where students can calm down like Winston.

- **Breathing Practice:**

Practice simple breathing techniques (like 'smell the flower, blow out the candle').

- **Worry Jar:**

Create a classroom jar where students can write down worries and 'let them go.'

- **Positive Thought Cards:**

Create a deck of cards with phrases like: 'I am safe,' 'This feeling will pass,' 'I've done hard things before.'

## STUDENT WORKSHEETS

### Worksheet 1: My Buzzy Bee Feelings









What makes you feel nervous or worried? How does your body feel when that happens?

What makes me feel nervous or worried:

---

---


How does my body feel when I am nervous? (circle any that happen):

 Tight tummy    Want to cry    Fast heartbeat    Dizzy  
 Shaky hands    Can't talk    Want to hide    Headache

Other ways my body feels:

---

### Worksheet 2: My Calm-Down Plan

 Write or draw what you can do when you feel worried or buzzy inside.

1. I can take deep breaths like this: \_\_\_\_\_
2. I can think about something that makes me happy, like: \_\_\_\_\_
3. I can go to a calm space like: \_\_\_\_\_
4. I can talk to someone like: \_\_\_\_\_
5. I can distract myself with a fun activity like: \_\_\_\_\_

### **Worksheet 3: Worry Brain vs. Think-About-It Brain**

🐾 Draw or write what your worry brain says vs. what your think-about-it brain can say instead.

Worry Brain says: \_\_\_\_\_

Think-About-It Brain says: \_\_\_\_\_

Worry Brain says: \_\_\_\_\_

Think-About-It Brain says: \_\_\_\_\_

Worry Brain says: \_\_\_\_\_

Think-About-It Brain says: \_\_\_\_\_

### **Worksheet 4: Positive Thought Cards**

🐾 Write some calm, happy thoughts. Cut these out and use them when you feel worried.

- I am safe and strong.
- This feeling will pass.
- I can take deep breaths.
- I have people who care about me.
- I can get through anything.
- I've done hard things before, and I can do them again.
- I will be okay.
- I can do this!



## **LEAVING IT BETTER**

### **SEL KEY TAKEAWAYS**

- Responsibility means cleaning up after ourselves—even when no one is watching.
- Taking the initiative to leave things better helps others and shows respect for our shared spaces.
- Small actions (like picking up trash or toys) can have a big impact.
- Helping others feels good and builds kindness and community.
- Learning from mistakes helps us grow into responsible, thoughtful individuals.

### **PRE-READING QUESTIONS**

- What does it mean to be responsible?
- Have you ever helped clean up a mess—even if you didn't make it?
- Why is it important to leave things better than you found them?
- How do you feel when someone helps you clean up or take care of something?

### **POST-READING QUESTIONS**

- Why did Winston feel proud of Soren and Willow?
- How did Winston accidentally make a mess?
- What did Soren do when he saw the mess? Why was that helpful?
- What did Winston learn about responsibility?
- What does it mean to “be that somebody”?
- How did Winston start leaving things better by the end of the story?
- What can YOU do today to leave things better than you found them?

## CLASSROOM ACTIVITIES

### WRITING EXERCISES

- **Be That Somebody Journal Prompt:**

Write about a time you helped clean up or made something better—even if it wasn't your mess.

- **What Would Winston Do? Scenario Writing:**

Students write how Winston would react in other responsibility situations (e.g., spilled milk, messy classroom, litter at the park).

- **Winston's Apology Letter:**

Write a pretend apology letter from Winston to Sugar explaining the mess and what he'll do better next time.

- **'A Clean Start' Pledge:**

Write a personal pledge for how students will take responsibility in their classroom, home, or neighborhood.

### ART PROJECTS

- **Leave It Better Posters:**

Create posters showing scenes of people (or pups!) helping out, picking up, and being responsible.

- **Responsibility Rainbow:**

Students draw and label a rainbow, adding things they can do in each color to show they're responsible.

- **Toy Basket Craft:**

Draw your own toy basket and draw or list the things you'll take care of and put away after using.

- **“Be That Somebody” Badge:**

Design a badge or sticker students can wear after showing responsibility during the day.



## **SOCIAL-EMOTIONAL LEARNING (SEL) EXTENSIONS**

- **Leave It Better Challenge:**

Challenge students to find one way every day to leave a place better than they found it (classroom, playground, cafeteria).

- **Kindness Cleanup Day:**

Have a mini classroom or school-wide cleanup day led by Winston's motto.

- **Responsibility Role Plays:**


Act out different responsibility scenarios—how would Winston respond?

- **Winston's Helper Chart:**

Create a class job chart with "Leave It Better" roles (e.g., floor checker, table tidier, supply organizer).

## STUDENT WORKSHEETS

### Worksheet 1: My Responsibility Reflection

 Think about a time you showed responsibility or helped someone.

1. A time I helped clean or take care of something was:

---

---

2. Why did I decide to help or take responsibility?

---


---

3. How did it make me feel to help or leave it better?

---

---

### Worksheet 2: What Would Winston Do?

 Imagine Winston in each situation. What would he do to be responsible?

1. The classroom floor has crayons and papers after art time.

Winston would: \_\_\_\_\_

2. Someone spills their snack and walks away.

Winston would: \_\_\_\_\_

3. There's trash at the park after recess.

Winston would: \_\_\_\_\_

4. A friend forgets to put away toys.

Winston would: \_\_\_\_\_

### **Worksheet 3: A Clean Start Pledge**

🐾 Write your personal responsibility promise!

I promise to take care of my space and help others.

I will try to leave things better than I found them.

I will be that somebody who helps, even when it's not my mess.

I will be proud of the good I do every day.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### **Worksheet 4: 'Be That Somebody' Badge**

🐾 Design your own badge to wear when you show responsibility and leave things better.

My badge shows: \_\_\_\_\_

Color and decorate your badge below! (Draw a circle or shield shape and add words or pictures)

[ Draw your badge here ↓ ]

When I wear this badge, it means I am a responsibility hero!

