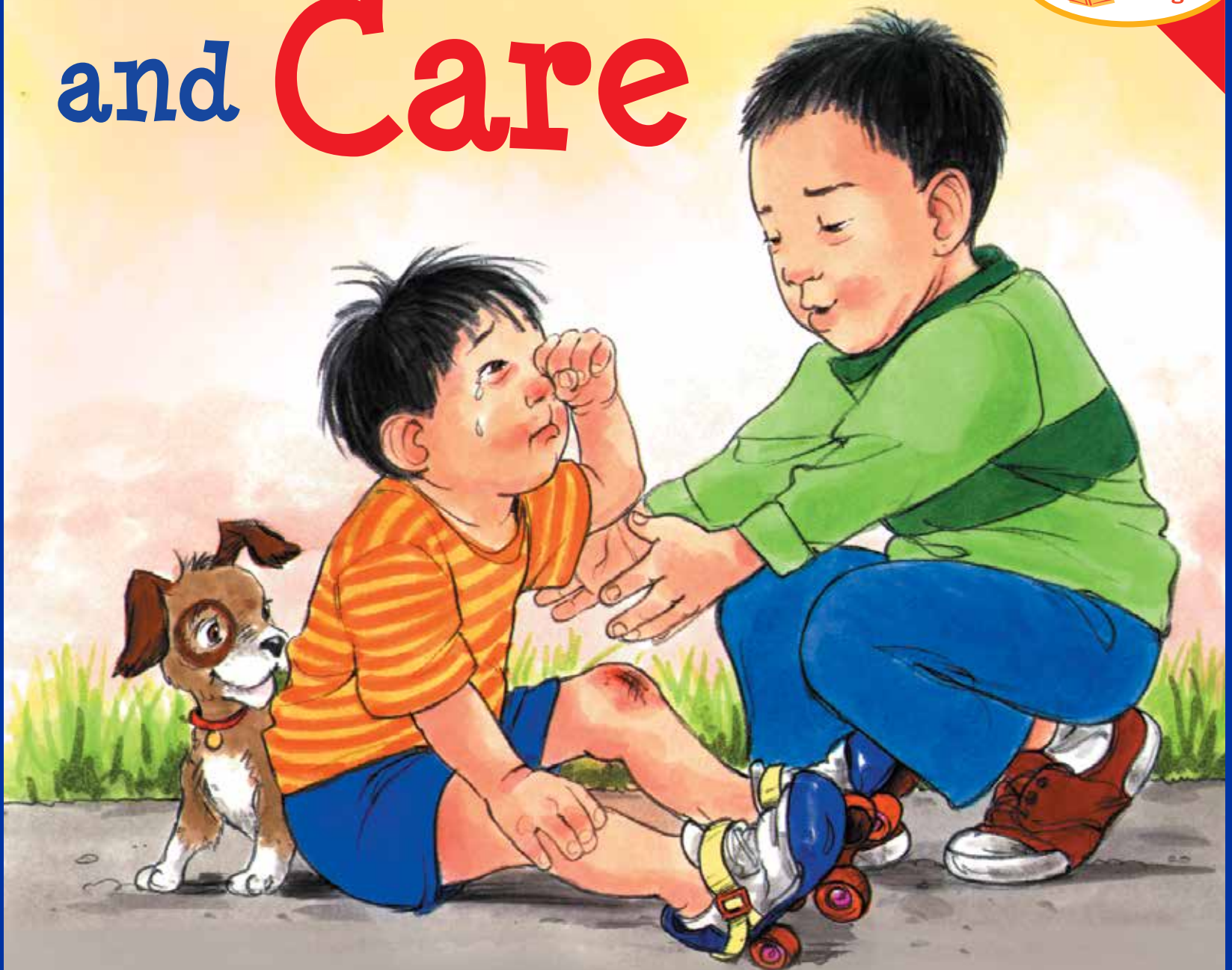


# Understand and Care

Includes Activity  
Guide for Adults!



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6325 Sandburg Road, Suite 100  
Minneapolis, MN 55427-3674  
(612) 338-2068  
[help4kids@freespirit.com](mailto:help4kids@freespirit.com)  
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I have many different feelings.

Other people have many feelings, too.

I want to understand how other people feel.





When something happens to someone,



I can imagine how I would feel  
if it happened to me.



## Ways to Reinforce the Ideas in *Understand and Care*

### As you read each page spread, ask children:

- What's happening in this picture?

### Here are additional questions you might discuss:

#### Page 1

- What are feelings?
- What are some ways people in this picture are feeling? How can you tell?

#### Pages 2–5

- What does it mean to *imagine*? (Children might suggest pretending or the idea of “make believe.” As part of your conversation, you might discuss the idea of being in someone else’s shoes—of pretending to be in someone’s place and having the same experience and feelings.)
- (Point to child with spilled popcorn) How would you feel if this happened to you? How do you imagine this child is feeling? Why do you think that?

#### Pages 6–7

- How are these children feeling? How can you tell?
- When are some times that you’re happy?
- How does it feel to be happy? (Include in your discussion other words for happy; children might suggest feelings like nice, good, excited, pleased, content, or joyful.)
- How do you show that you’re happy?

#### Pages 8–11

- (Point to girl who kicked a goal) How do you imagine she feels? How can you tell?
- Have you ever felt like this girl? What happened?
- How is the child showing the girl that he understands? What else could he do to let her know he cares?

#### Pages 12–17

- (Point to boy who is eating alone) How do you imagine this boy feels? How can you tell?
- Have you ever been sad? What are some things that make you sad?
- How does it feel to be sad? (Include in your discussion other words for sad; children might suggest feelings like lonely, unhappy, blue, sorry, disappointed, or down.)
- How do you show that you are sad?
- How is the child showing the boy that he cares? What else could he do to let him know he understands?

#### Pages 18–23

- (Point to angry boy) How do you imagine this boy feels? How can you tell? (Focus discussion on the child who is angry. At some point you may also want to discuss how the child who inadvertently knocked down the blocks might be feeling as well.)
- Do you remember a time when you felt angry? What happened?
- How does it feel to be angry? (Include in your discussion other words for angry; children might suggest feelings like mad, grumpy, upset, furious, mean, or cranky.)
- How do you show that you are angry?
- How is the child showing his brother that he understands? What else could he do to let him know he cares?

#### Pages 24–25

- How do you imagine this man feels? How can you tell? (Accept all reasonable answers; it is not clear from the illustration exactly how the man is feeling.)
- Can we always know how someone else feels? If you don’t know, what can you do?
- What is respect? How does listening show respect? (You might explain respect by saying, “When you show respect to people, you show that you think they are important.”) How does listening help us understand how someone feels?
- How do you know the boy is listening?
- What are some other questions you can ask to find out how someone is feeling? (Some suggestions might include “What happened?,” “Are you okay?,” “Do you want to talk about it?”)

#### Pages 26–29

- (Point to girl near dog) How do you imagine this girl feels? How can you tell?
- How is the boy showing that he understands? How else could he show that he cares?

#### Pages 30–31

- Why do we want to understand how other people feel?
- What are some times when people might want us to understand and care? (Help children realize that they can show understanding about all types of situations and feelings, including when people are excited, impatient, worried, confused, frustrated, and so forth.)