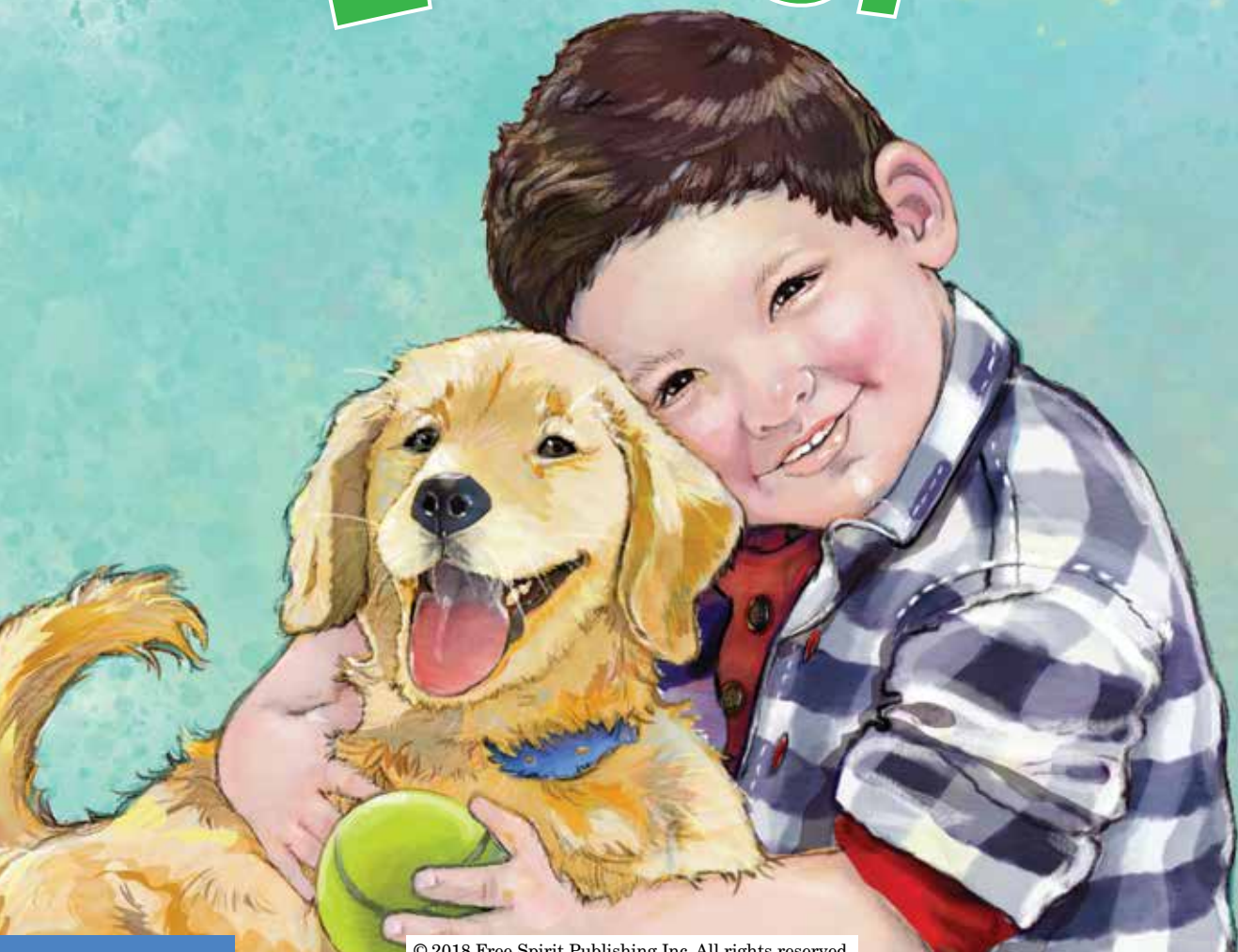
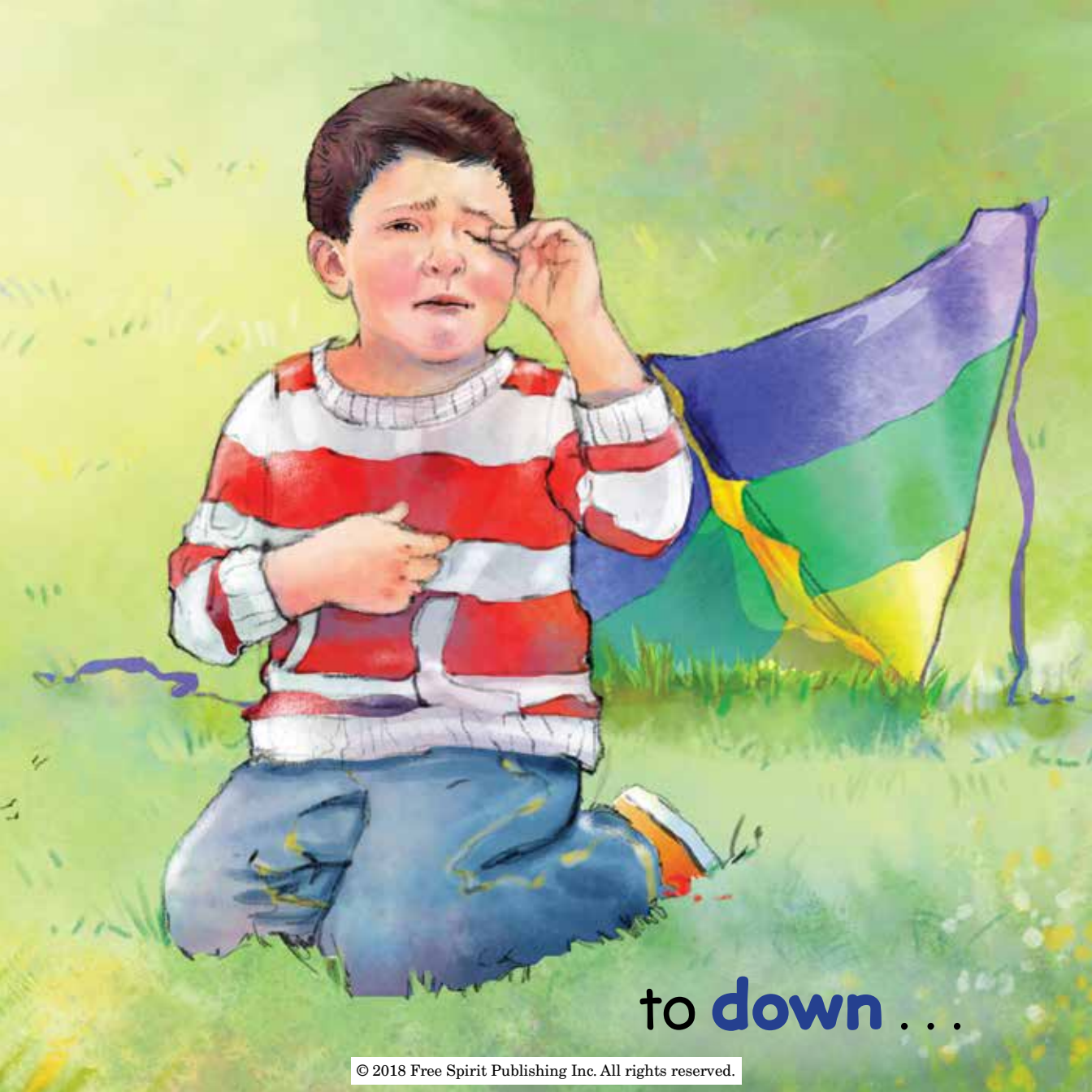
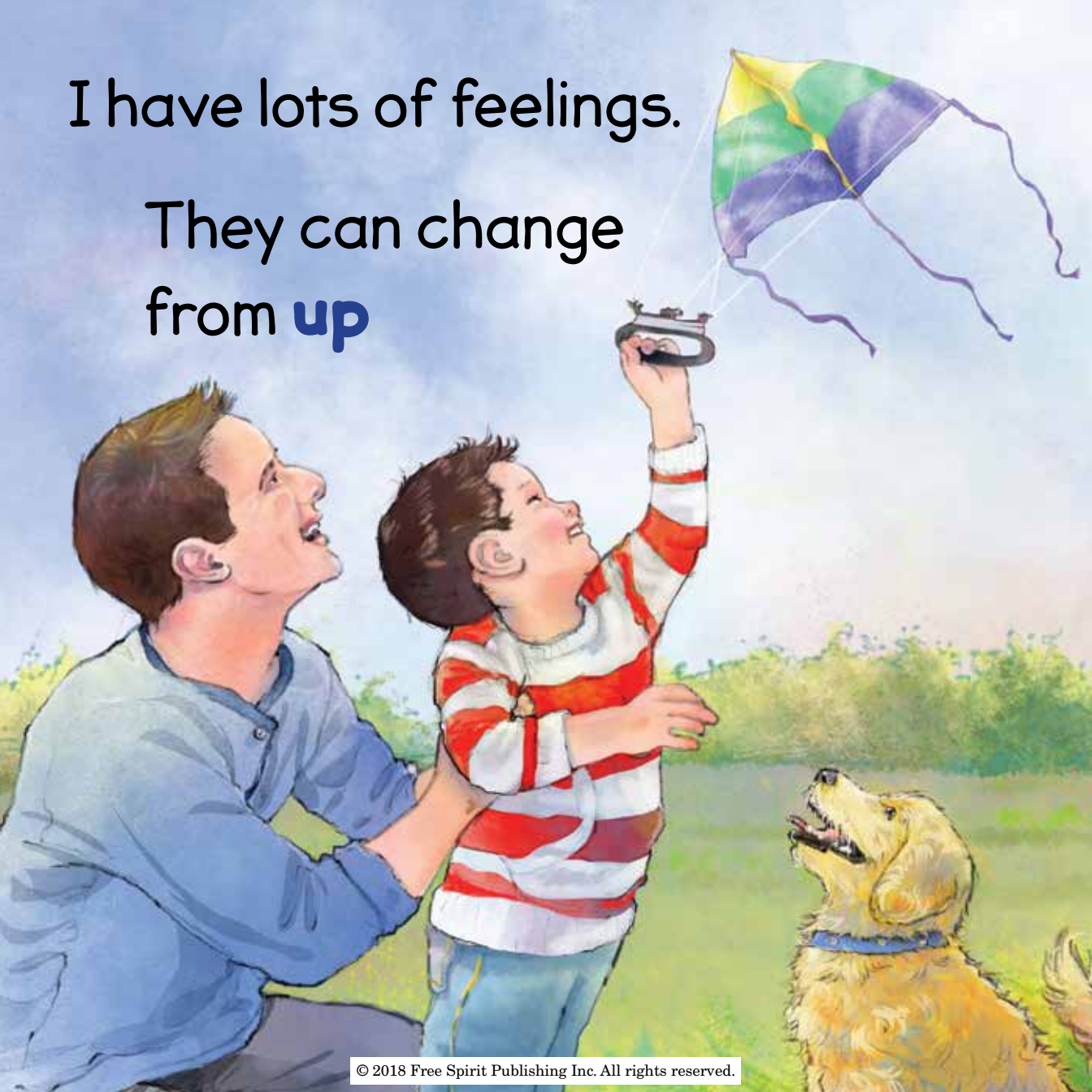


I Feel

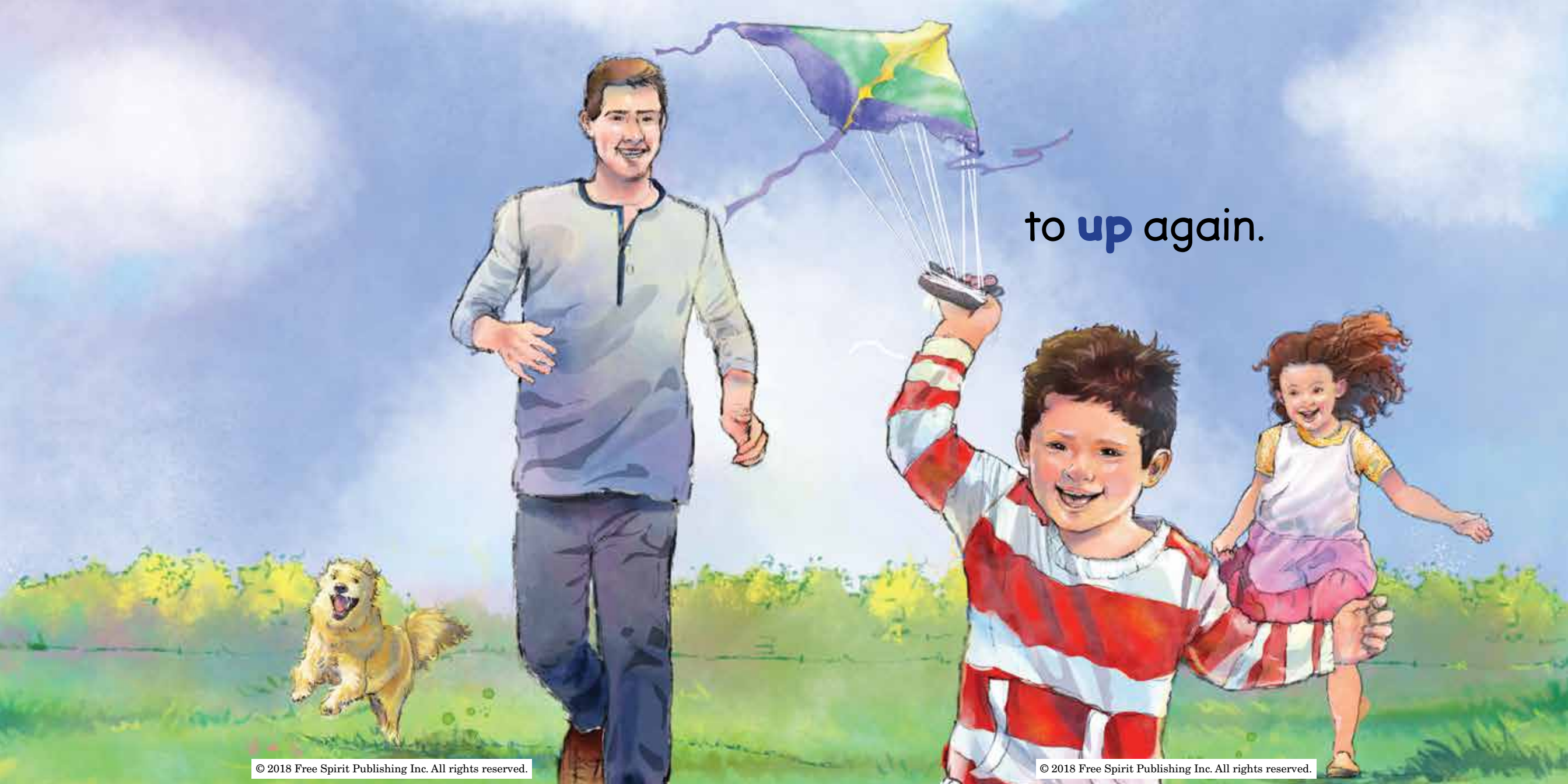


I have lots of feelings.

They can change
from **up**



to **down** ...



to **up** again.

Tips and Activities for Helping Children Understand Emotions

Young children need nurturing, protection, and a sense of love and belonging. When these physical, social, and emotional needs are met, they feel loved, calm, happy, and “up.” Negative emotions (such as sadness, fear, or anger) can be signals to the child that something isn’t going well. The child may not recognize the specific feeling, but feels “down.” With your help and practice, children can learn to recognize and identify what they are feeling and regulate their mood when they feel down or out of control.

To start, read and talk about the book, and these tips found in it.

- Ask for help.
- Talk to someone.
- Take quiet time.
- Help someone.

Here are some questions you might ask: “How do you think this child feels?” “When have you felt like this? What happened?” “Who can help you?” “What could you say (do)?” “How could this help you feel better?”

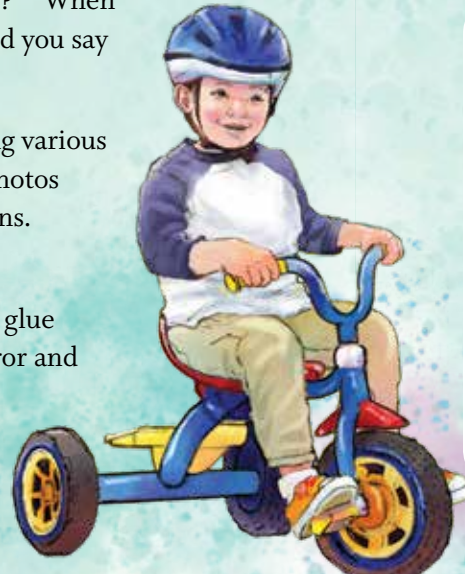
Photo Books. Print photos of the child or children you are with, showing various emotions. Talk with the children about their emotions as you look at the photos together. Put photos in a binder, letting children help you label the emotions. Discuss tips children might use to feel better.

Mirror Game. Print an online emotion chart. Cut out each emotion and glue it onto an index card. As a child takes a card, ask the child to look in a mirror and make the face on the card. Ask other children, “How do you think (child)

feels?” Then ask the child, “What does your face show?” The child passes the mirror to the next child, and the game continues.

“Down and Up” Exercise. Have children lie still on the floor and listen as you play some slow, somber music. Then put on some happy, upbeat, or fast-moving music. Invite children to get up and move the way they want (while not touching anyone else). Afterward, ask questions like, “What did it feel like lying down?” “How did it feel to be up?” Talk about how feelings can be down and up, too.

“I Feel . . .” Using the emotion cards from the Mirror Game, put two or three cards on the table. Tell something that might happen in a child’s day, such as “You got dressed by yourself,” or “You hurt your knee.” Ask a child, “How would you feel?” Have the child point to the correct emotion card and name the feeling (“I feel . . .”). Later, have children answer without the cards. Adapt the scenarios for simple puppet or role plays, and include the four tips from the book.



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