

# SE33

## All Interest Areas

### Objective 1

#### Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 2a, 7b, 8a, 9a, 10a, 14a, 29

# Where Are My Feelings?

## What You Do

**Materials:** full body photos of each child printed on 8½" x 11" paper; crayons, markers, or stickers

**Background:** After a child experiences a strong emotion, it is important to talk with him about the situation that occurred and what he felt. By taking this time to talk with children, you give them an opportunity to reflect on their own emotions and better understand their feelings.

**1. When you notice a child experiencing strong emotions, start by supporting the child as she calms down.**

**2. After the child is calm, talk with her about the emotions she was feeling. Show her the picture of herself and ask her to show you where her feelings were.**

"I saw that you were feeling very upset a few minutes ago. Can you tell me how you were feeling? When I feel angry, my hands feel tight and squeeze into fists. Where were you feeling angry?"

**3. Offer the child markers, crayons, or stickers to use to color or mark where her feelings were as you discuss them together.**

"You said that you were very angry and you could feel it in your head. Would you like to color that on the picture of you? You can show me what it felt like to be angry in your head."

### Multilingual Learners

- As you talk about different emotions, make the sound associated with the emotion—for example, cry when you say the word sad.
- Make eye contact and ask the child questions she can respond to with yes or no. Make sure to give the child enough time to understand the question and answer it.
- Provide a feelings chart where children can see facial expressions that demonstrate various emotions.

### Including All Children

- Invite the child to draw a self-portrait that depicts her feelings.
- Record appropriate responses on a child's communication device.
- Use sign language to identify the emotions as you talk with the child.

### Questions to Guide Your Observations

- How did the child communicate her own feelings? (1a)
- Which emotions did the child identify and describe? (2a)
- What words did the child use to discuss the pictures? (9a)

## Teaching Sequence

<b>YELLOW</b>	<b>Prompt the child to use the portrait to talk about the various places he notices his feelings. Give examples to help him understand and explain his feelings. Ask the child to also identify good feelings he is having on his picture. Discuss how he can focus on his good feelings even when he is upset.</b>
<b>GREEN</b>	"Thank you for sharing where you were feeling frustrated. Do you have any happy feelings? Sometimes when I am upset, it helps me to feel better if I think about things that make me happy."
<b>GREEN</b>	<b>Talk with the child about how she can respond next time she is experiencing strong emotions. Encourage her to suggest positive ways to help herself feel better in similar situations. Share her portrait with her and use it as a prompt to talk about how she's feeling.</b>
<b>BLUE</b>	"What do you think would help you next time you are feeling angry in your head? How can I help you feel better when you are feeling like this?"
<b>PURPLE</b>	

