

Using Children’s Literature to Promote Social Emotional Development Activity

Use what you have learned in this lesson to identify ways to support staff members as they promote social-emotional development. Find a few of these books in your program’s library. Review the book and brainstorm ways you might suggest staff members could use the book to promote social-emotional development for the children in their program.

Examples of activities linked with books about feelings			
	Book Title	Author	Activities
Infant/Toddler	Baby Faces: Smile!	Roberta Grobel Intrater	Read the book to the children. Describe what you see (“She’s smiling. Her eyes look happy. I see her teeth.”). Talk about times when you feel happy. Ask the infants to make happy faces. Repeat for each of the remaining feelings: sad, silly, angry, and scared. Have small mirrors available. Show infants their faces and describe what you see. For toddlers, have children draw pictures about the emotions or paint with colors that remind them of emotions (i.e., yellow for happy, red for angry, etc.)
Preschool	The way I feel	Jana Cain	Each page names an emotion and talks about what it means and events that could make you feel that way. Stop after each page and ask the students to think of a time when they felt that emotion. Have one or two students share each time. Next, ask the children to show you what a happy person looks like (model smiling!). Then ask the children to show you what a sad person looks like (model frowns). Next tell the children they will be drawing feeling faces. Once they have drawn the faces, give them some examples of events and ask them how they might feel. Have them hold

			<p>up the happy face or the sad face. A few examples include:</p> <ul style="list-style-type: none"> • It's your birthday • There weren't enough tricycles for you to have one on the playground • Your friends played your favorite game with you • You got hurt and someone laughed at you • Your friend wouldn't share your favorite toy • Your favorite snack is served <p>Ask the children to think of their own examples. Use faces of more complex emotions as children learn them. For example, make a similar story but use: bored, frustration, excited, content.</p>
Preschool	Glad Monster, Sad Monster	Ed Emberley & Anne Miranda	<p>Read the story and pause at each feeling to ask children about the monster's feelings. Ask the children if they might feel the same way the monsters do in each situation. After reading the story have children make monster masks or puppets (by placing the masks on popsicle sticks or paper bags). Use the monster puppets on subsequent days to talk about the book and emotions during other activities.</p>
School-Age	Goggles! The Junkyard Wonders Feathers	Ezra Jack Keats Patricia Polloco Jacqueline Woodson	<p>Depending on the age of the children, choose one of the three books listed and have children answer the questions during discussion:</p> <ul style="list-style-type: none"> • Which type of bullying was happening in the story: physical, verbal, psychological?

			<ul style="list-style-type: none">• Why was bullying taking place? What was the bully hoping to accomplish? Was the bullying obvious or subtle? Were bystanders involved in the bullying?• What were some consequences of the bullying? How did the victim feel after being bullied? How did the bully feel?• What could have been done to prevent the bullying? Did the victim tell anyone? How did the bullying eventually stop? Ask the class how they would have responded in a similar situation.
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