



3–5 Years

Social-Emotional: Emotion Knowledge

WHEN INTRODUCED AND EMPHASIZED: Weeks 10–30

BEHAVIORS TO OBSERVE

- Understanding Different Emotions
- Managing Emotions

OBSERVATION OPPORTUNITIES

Understanding Different Emotions

What level of understanding of emotions does the child demonstrate as he/she:

- identifies or describes emotions (any free play period after Week 10, Day 2)? Example: Child identifies something that makes him/her feel loved after being introduced to the emotion “loved” in Week 17.
- comments on illustrations in *The Way I Feel* by Janan Cain (Week 11, Day 2; Week 12, Day 2; Week 13, Day 3; Week 14, Days 2 or 3; Week 15, Day 3; and others)?
- uses or suggests strategies from the Things That Make Us Feel Better poster (anytime someone displays an unhappy feeling after Week 11, Day 3)?

Managing Emotions

What level of understanding of regulating emotions does the child demonstrate as he/she:

- comes up with ideas to calm emotions; manages emotions (any transition after Week 11, Day 3)?
- comes up with ideas to calm emotions when he/she does not want to stop playing and put away materials (any cleanup period after Week 11, Day 3)? Example: Child cries when he/she is told it is time to put away art materials and, after looking at a staff member, says “I am going to take a deep breath to calm down.”
- notices how silly the group has gotten and suggests ways to calm down (after playing *Sleeping, Sleeping, All the Children Are Sleeping* on Week 12, Day 1; *The Freeze Game* on Week 15, Day 1; or another game where children may get silly)?



FOLLOW-UP LEARNING SUPPORTS

Reinforce

The following activities are designed to support the ongoing development of emotion knowledge.

Understanding Different Emotions

- Invite children to write and illustrate their own version of *The Way I Feel*. Provide the book *The Way I Feel* as a reference. Another option is to provide a list of emotions and invite children to think of a situation where this emotion might be experienced.
- Provide handheld mirrors and dry erase markers. Invite a child to draw a facial expression on a mirror and hand it to another child. Invite the child who receives the mirror to guess what emotion the first child was thinking of when he/she drew the facial expression. Once the second child guesses the emotion, invite him/her to draw an emotion for the first child to guess. Continue back and forth, assisting if children have trouble thinking of emotions.
- Encourage families to provide a photo of members of their family engaged in an activity. Invite children to talk about what each person in the photo was doing and how each family member might be feeling.

Managing Emotions

- Encourage children to practice yoga to calm their minds and bodies.
- Encourage children to suggest ways we can calm down after doing an activity that might cause silliness or overexcitement.
- Invite children to take photographs/draw pictures of children who are doing things to make them feel better. Use the Things That Make Me Feel Better poster as a guide. Example: Children might draw a picture or take a photograph of another child reading a book or getting a hug from someone.

Reintroduce

The following activities are designed to support the development of emotion knowledge among children who find it challenging to understand and manage emotions. The activities are also appropriate for all children.

Understanding Different Emotions

- Repeat the Week 10, Day 2 group activity. Help children understand that an emotion is a feeling. Help children understand that sometimes we feel good on the inside, and sometimes we don't feel good on the inside. Encourage children to name feelings they know and say whether the emotion usually feels good on the inside or doesn't feel good on the inside.
- Play a game with children where an emotion is described and children point to the appropriate picture on the Our Feelings poster.

Guide for Observing and Individualizing



- Review a group activity for an emotion that is challenging for children to understand. Example: Children show shy behaviors but do not remember the word “shy.” Repeat the Week 15, Day 3 activity and provide examples of ways children show that they are feeling shy.

Managing Emotions

- Repeat the Week 11, Day 3 group activity. Review Things That Make Us Feel Better poster and help the child figure out which things help him/her feel better.
- Read *When I Feel Scared* by Cornelia Maude Spelman used in the Week 20, Day 2 group activity. Invite the child to share ideas that would help him/her feel less scared.
- Invite children to role play the puppet scenarios in the Week 20, Day 3 group activity. Encourage children to talk about a time they felt frustrated and what helped them to feel better.