

Indicator #1
Emotional Regulation

Student expresses emotions appropriately to adults and peers.

Research

At a young age children begin to understand expressions of happiness, sadness, and anger which begins the emotional regulation process. They are also able to understand how these emotions relate to certain situations. By age 5, children begin developing skills regarding expressing these emotions properly. It is essential for adults to model and guide young children in the appropriate use of emotions. A number of studies have found that children who have deficits in emotional regulation are more likely to have later academic difficulties. These deficits in emotional regulation negatively impact the students ability to complete school related tasks or assignments that foster learning. Children who have strong emotional regulation skills tend to have better behavioral regulation in the classroom which in turn has been linked to positive outcomes throughout the child's academic career. Children with greater levels of emotion regulation also have more positive relationships with their teachers which fosters classroom success.

Cole, P. M., Luby, J., & Sullivan, M. W. (2008, December). Emotions and the Development of Childhood Depression: Bridging the Gap. *Child Development Perspective*, 2(3), 141-148. Retrieved June 01, 2016, from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2743416/>

Manages Emotions and Behaviors

16.1.PK.A

Distinguish between emotions and identify socially accepted ways to express them.

The learner will:

- Express feelings that are appropriate to the situation

The learner may also:

- Recognize and label basic feelings
- Express feelings verbally or through play and artistic representation
- Name a range of feelings (e.g. excited, scared, angry, surprised)
- Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher)

Effective Practices:

- Offer materials in dramatic play, blocks, and art that encourage children to creatively express emotions
- Read books about feelings and talk about what the characters are feeling and the outcomes
- Model genuine, appropriate emotional responses
- Use expressions (e.g. "I feel..." or "That must have made you feel ...") when interacting with children
- Encourage open expression of feelings by asking children how they feel
- Respond to children's verbal and non-verbal cues
- Use the Pyramid Model to support children's social and emotional success
- Model and explain an appropriate cool-down strategy (e.g. deep breathing, counting slowly to 5, give yourself a bear hug)
- Establish and state clear behavior expectations

ACTIVITIES

Activity:

Show clips from the movie Inside Out on YouTube. Find clips that talk about specific feelings and how Riley reacts when she is feeling that way. Discuss appropriate responses and what she could do different.

Activity Prompts:

"Remember when we read _____, now you get to be the character and decide who plays what role with your friends."

What happened to make him/her feel this way? Why do you think/feel this way? When is a time you have felt like this?

Extension:

Draw how you feel for the day with the correct facial features on the mirror template page.

Mr. Potato Head feelings with different faces.

Evidence Collection Strategies:

- Student drawings and responses will be used to check for understanding.

Home School Connection:

- Have a family member make faces that connect with different feelings and then have the student guess which they are feeling. Then the student can draw and label them.

Activity:

Materials: (A.) Feeling face cards

<http://www.notimeforflashcards.com/wp-content/uploads/2016/05/how-would-you-feel-.pdf>

<http://www.notimeforflashcards.com/wp-content/uploads/2016/05/Emotions-cards-.pdf>

<http://www.notimeforflashcards.com/wp-content/uploads/2016/05/sad-or-mad-photos-.pdf>

Activity Prompt:

Encourage students to start discussion about the emotion they see on the photograph- “Let’s look at the feeling face cards. What do you see? Why do you think they feel that way? Do you ever feel like that? What makes you feel that way?”

Extension Activity:

- Drawing the emotion they feel that day- happy, sad, angry or afraid and tell why

Extension Prompts:

- “Great, I like your drawing! Please tell me about your drawing.”

Additional Support Prompt:

If a student is struggling to use the emotion cards, teacher can guide the student to point to the card displaying the emotion they are feeling, explain all the emotion cards to them.

Evidence Collection Strategies:

- Observation of student’s ability to label an emotion on the emotion cards.
- Observation of student’s ability to draw and correctly explain an emotion.

Home School Connection:

Read the following books:

The Feelings Book by Todd Parr

The Pigeon has Feelings Too by Mo Willems

I Was So Mad by Mercer Mayer

Sing the following song to the tune of if your happy and you know it:

If your happy and you know it smile real big,

If your mad and you know it cross your arms,

If your sad and you know it make a frown,

If your scared or afraid hide your face

Activity:

Students will discuss different emotions. The teacher will read emotion related books to facilitate this discussion. The teacher will write out the different emotions explored in the book on a piece of chart paper. The teacher will then discuss each emotion and ask students to share what makes them feel that way. After discussing each emotion the students will create sock or paper bag puppet to reflect an emotion. Students will choose between the various emotions and decide on one that they want their puppet to reflect. After creating their puppet, the students will role play various situations that reflect the emotion. The students can trade their puppets to act out different emotions.

Activity Prompts:

Teacher can say, "Can you show me what you would do if you were _____?", "What are some things that happen that can make you feel that way?"

Evidence Collection Strategies:

- Anecdotal notes to determine the students that understand the emotions represented and ways to handle the different emotions.
- Pictures of the students acting out the various emotions as proof that they understood.

Home School Connection:

Students take their puppets home and role play the emotion reflected on their puppets face.