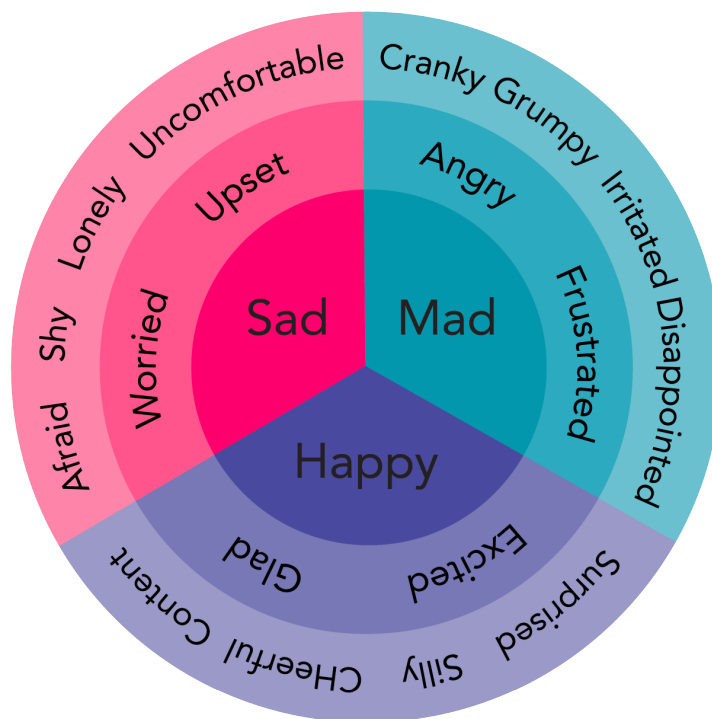




## Teaching About Feelings

Pyramid Resources for Infant-Toddler  
Social-Emotional Development  
Juniper Gardens Children's Project  
University of Kansas

Adapted from:  
The Center on the Social and Emotional  
Foundations for Early Learning (CSEFEL)  
Vanderbilt University



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# PRISM Training Module Series

Introduction & Understanding  
Social-Emotional Development

Focusing on Relationships

Responsive Routines,  
Schedules, & Environments

Understanding Child Behavior

**Teaching About Feelings**

Supporting Active Engagement

Promoting Positive Peer Interactions

Challenging Behavior

## PRISM Training Modules\*: Teaching About Feelings

Emotional literacy is identifying and understanding emotions in appropriate, healthy ways. Emotional literacy skills develop over time and for infants, toddlers, and preschoolers are a “work in progress.” In fact, many of the challenging behaviors we see in young children are evidence of their developmental stages. In this session, we will explore what the development of emotional literacy looks like (labeling feelings in self and others, recognizing facial and physiological signs, modulating responses, developing coping strategies, etc.) and share a variety of strategies teachers can use to support and teach the young early learners in our care about feelings.

### Learner Objectives

Learn about emotional literacy and why it is important

Identify strategies teachers can use to help identify and name emotions

Learn how you can use real-life situations to teach about feelings

### Agenda

- I. Setting the Stage: Review - 10 minutes
- II. What is Emotional Literacy? - 5 minutes
- III. How does Emotional Literacy Develop? - 5 minutes
- IV. Strategies to Teach about Feelings - 30 minutes
- V. Wrap-up & Reflection - 5 minutes

\*For references and more information about the PRISM Training Modules, please visit [prism.ku.edu/trainings](https://prism.ku.edu/trainings)

My Notes:



## Training Preparation

- ☐ Print PRISM Feelings - Handouts, 1 copy per participant, or print each handout listed below individually
- ☐ Prepare and print certificates of completion
- ☐ Review videos
- ☐ Activity: Using Books to Support Emotional Literacy  
Select 2-3 books per anticipated number of small groups attending. If you do not have enough books, ask participants to bring a book with them to the training that they think might enhance social-emotional development.
- ☐ Video – Using Books: You may like to show what using a book to teach emotional literacy can look like in the classroom by doing a reading with the group. Tell the group what age of audience you are reading to. Model by asking questions, pointing out facial expressions, and focusing on different parts of the picture or story that helps teach about feelings.

## Handouts

- ☐ PRISM Feelings - 1 PowerPoint
- ☐ PRISM Feelings - 2 Agenda
- ☐ PRISM Feelings - 3 Using Books to Support Emotional Literacy
- ☐ PRISM Feelings - 4 Book List
- ☐ PRISM Feelings - 5 Practice Implementation Checklist
- ☐ PRISM Feelings - 6 Training Feedback

## Videos

- ☐ PRISM Feelings - Infant Talk
- ☐ PRISM Feelings - Feelings Chart
- ☐ PRISM Feelings - Providing Emotional Support
- ☐ PRISM Feelings - Teaching with Puppets
- ☐ PRISM Feelings - Using Books

## Materials Needed:

### Technology

- ☐ PowerPoint File
- ☐ Video Files
- ☐ Computer
- ☐ Projector

### Printables

- ☐ Handouts
- ☐ Certificates of Completion
- ☐ Sign-in Sheet

### Supplies

- ☐ Name tags
- ☐ Pens
- ☐ Snacks and drinks
- ☐ Chart paper/white board and markers
- ☐ Tape
- ☐ Table fidgets/manipulatives
- ☐ Early Childhood Books

### Other Items

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



## Slide 1: Teaching about Feelings

Welcome to your next session in the PRISM Training Series, where we are going to learn about developing emotional literacy & teaching about emotions. These trainings are meant to be used together with the Practice-Based Coaching model. We'll give you an overview at these trainings, but you'll get into more specifics with your coach.

I am (name) and (give some personal background history relevant to training). Here with me are (introduce rest of team).

Let's get some logistics out of the way before we begin.

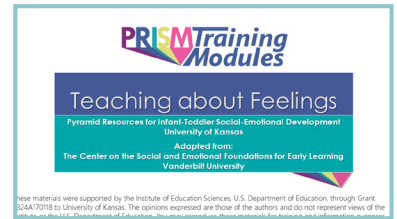
Breaks:

Lunch/Snack:

Parking:

Restrooms:

Last, you should have a set of materials that includes handouts, slide notes, and other useful information. We'll reference some of these throughout the training, so keep them handy. If you don't have the materials you need, please let us know.



Presenter Notes:

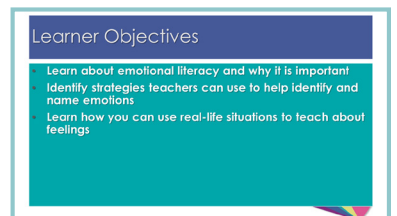
Depending on how familiar members of the training team are with the participants, it may also be important to have participants do introductions, and include classroom, and their role in the classroom, if appropriate.

You may want participants to ask questions when they think of them, or have them write questions down to ask at the end of sections.



## Slide 2: Learner Objectives

Today we are going to discuss strategies and ideas for providing additional opportunities in the classroom that will support children's understanding and expression of emotions. We'll talk about specific ways you can teach feeling words to the children in your care, and give you strategies for incorporating teaching about feelings into real-life situations that come up in your classrooms.

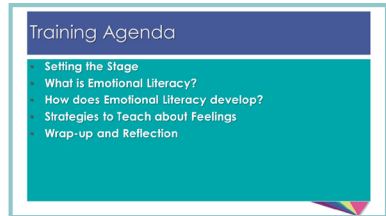




### Slide 3: Training Agenda

You can find our training agenda for today on **Handout 2**. While the learning objectives represent what we hope you receive from the training, the agenda represents how we are going to get there.

At the end of the training, we will ask you to complete a questionnaire about the training. We look forward to receiving this input, as it will improve the training for others.



### Slide 4: Our Learning Environment

We'll be spending a lot of time together throughout this training and future trainings. It's helpful to decide together what sorts of agreements are important to the group. Think about what makes a positive learning environment for you. What are those things?

*Pause for responses.*



Presenter Notes:

If participants don't have suggestions, suggest some of the typical shared agreements listed on the next slide.



### Slide 5: Possible Shared Agreements

With that in mind, what are some agreements we can make about how our learning environment should look? You can use the agreements on the slide as a jumping point.

*Pause for responses, then summarize agreements.*



Presenter Notes:

Post the list of shared agreements the group created and/or review the list of potential shared agreements on this slide to help generate ideas.

## Slide 6: How Caregivers Promote Healthy Social-Emotional Development

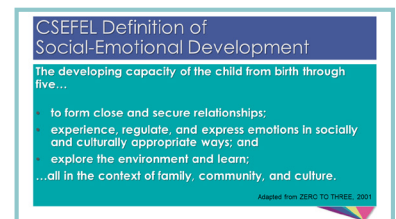
As a caregiver, you have the unique opportunity to support social-emotional learning. This includes teaching young children how to begin to identify and name their feelings and emotions, understand and self-regulate their emotions, and problem solve in everyday situations. You have the opportunity to use the day-to-day interactions you have with young children to teach and support these skills.



## Slide 7: CSEFEL Definition of Social-Emotional Development

Let's look again at the CSEFEL working definition of social-emotional development.

*Read definition from slide.*

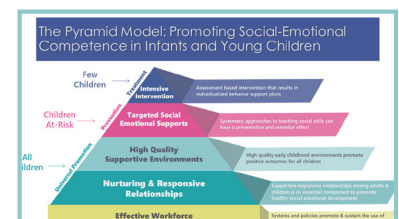


## Slide 8: The Pyramid Model

Let's review where we are on the Pyramid. Our initial sessions focused on creating positive relationships between caregivers and young children and ways to nurture and support the social-emotional development of infants, toddlers, and families.

At the base of the Pyramid, we highlight universal practices which encourage and promote social-emotional development for all young children and families. We've also spent time focusing on creating high-quality, supportive environments.

Development of emotional literacy skills happens both through nurturing and responsive relationships and being thoughtful about the environment we are creating in the classroom.





## Slide 9: What is Emotional Literacy?

How would you define “*emotional literacy*”, or how would you explain it to someone else?

**Give time for responses.**



Emotional literacy refers to the ability to:

- identify and name emotions in ourselves,
- understand and express those emotions in a healthy way, and
- recognize, name, and understand emotions of others.

Identifying and understanding feelings is an important part of a child’s social-emotional development. Babies and toddlers experience feelings just like we all do, and they can identify when others are feeling happy or down as well, before they have the word to name those feelings.

One way to build emotional literacy is to use words to label or describe children’s emotions. This includes using feeling words such as “happy”, as well as feelings such as “sad” or “mad.” As children grow, it can also include using more complex emotion words such as “frustrated,” or “confused,” as a way to teach about the full range of emotions that we can feel.

It is important that we acknowledge and share in their feelings, and help them understand and express emotions when they feel sad or overwhelmed.

The learning process takes a lot of practice on their part, and a lot of patience on yours. The social-emotional skills children develop in the first two years are ones they will use and build on for the rest of their lives, so consistency and persistence are key.

Reflect on a time when you experienced a strong emotion... What did you do? How did you react? How did you calm down? Now think about how it would feel if you didn’t have words to express how you felt or the strategies to calm yourself down? Or if people were impatient with you? How would that feel?

Infants and toddlers do not come equipped with the ability to understand and deal with emotions, and it is our job to help them through that learning process. Even as adults we can struggle with this, so supporting emotional learning a big part of supporting infants and toddlers.

### What is Emotional Literacy?

Emotional Literacy is the capacity to:

- Identify and name our emotions
- Understand and express emotions in a healthy way
- Recognize, name, and understand feelings in others

Adapted with permission, Cradling Literacy, 2007





## Slide 10: How does emotional literacy develop?

Social-emotional literacy in very young children develops as a result of having respectful, caring, supportive relationships with adults. It develops when adults model emotional literacy by:

- validating the emotions children are experiencing,
- asking questions about emotions,
- talking and teaching about emotions during everyday experiences
- talking about our own emotions or the emotions of others in the classroom.



The language we use is an important element of teaching emotional literacy. It's one of the most direct ways we can communicate about our feelings, and teach infants and toddlers about emotions.

An example of a parent teaching a 12-month-old the meaning for an emotional experience might go like this:

- A mother arrives at the end of the day to pick up her daughter who began attending child care this week.
- The mother makes eye contact with the baby and smiles a greeting. As the baby's face brightens, the caregiver says "Oh Mia, you are happy to see Mommy!"
- Then, as the baby's face crumples, and she starts to sob, her mom says as she reaches for her daughter, "Oh, you waited so long and you were afraid Mommy might not come."

What did this parent do? She:

- read the baby's cues,
- labeled the baby's emotional communication to the mother, and then
- acknowledged that she understood how Mia was feeling.

The caregiver's gentle, positive tone of voice is another way this parent demonstrates understanding and acceptance of emotion for all young children.

This type of exchange, within the context of the relationship between the mother and the baby, is the primary strategy that we use to develop emotional literacy in the first months.

## Slide 10 cont.

Talking about shared experiences, acknowledging and labeling emotions, and letting infants and toddlers know that we see, hear, understand, and accept their feelings many times a day are all important strategies that caregivers can use to teach and promote emotional literacy in infants and toddlers.

While our words used to acknowledge and label an emotion may be well ahead of the child's level of speech, our expectations for the child's response should be in line with the infant's or toddler's developmental capacity.

As the infant matures and his or her understanding of the meaning of language expands, the caregiver intentionally extends the conversation about feelings. Over time, we include new concepts and words, and more complex emotions and situations.

Let's watch this short video of a caregiver and an infant expanding the child's emotional literacy.



***Play PRISM Feelings - Infant Talk (1 min 4 secs)***

What do you notice about the interactions between the baby and caregiver?

Presenter Notes:

Use of feeling words  
Responding to baby's cues  
Building a supportive relationship

***Give time for responses, then summarize.***



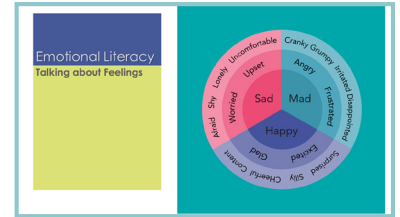
## Slide 11: Talking About Feelings

When we first think of teaching emotions, we probably start with emotions such as “mad,” “sad,” and “happy.” This emotion wheel illustrates that while there are some basic words for emotions, we can use more complex language to broaden their emotion vocabulary, as children’s vocabulary and understanding grow.

- Happy can become “Delighted,”
- Angry can become “Irritated,” and
- Sad can also be “Lonely” or “Disappointed.”

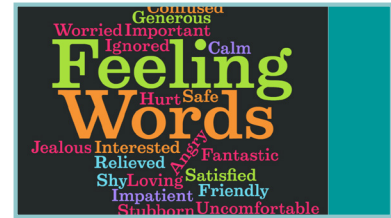
While we can start with simple words for emotions, we should continue to build upon that vocabulary as children grow and develop, and teach about the full range of feelings we experience, which can also include emotions such as also “confused, scared, bored, impatient, surprised, shy, and generous.”

Building emotional literacy helps us support children in learning that we all feel many different types of emotions, whether they are positive or negative. We all can feel happy, surprised, or proud. But, we also can feel angry, jealous, or grumpy. Teaching about emotions helps children understand those difficult emotions, and begin to learn how to deal with those emotions - what it is like to feel them, and how we express them in productive and acceptable ways.



## Slide 12: Feeling Words

Let's look at this "word cloud" of emotions. Which words have you incorporated into interactions with the children in your classroom recently? Which have you not used, or not talked about recently?



By expanding our vocabulary for emotions beyond just "mad," "sad," and "glad," we are building vocabulary, and building the capacity to understand and deal with these emotions as children grow.

Are there some emotions or words here that surprise you or stand out for you? Why is this? These terms all describe emotions that we all might have, but some of them are sometimes used to describe characteristics, such as "shy" or "ornery" or "timid." We sometimes hear adults using these terms to describe children, in terms of "*WHO they are.*" For example, how many times have we heard, "She's just shy." Or, how often do we hear a baby being described as "a happy baby?"

We all can acknowledge that we are all made up of more than one emotion, even infants. It is important to think carefully about "*how*" we talk about emotions. Emotions are "*how we are feeling*", and not "*who we are.*"

Plus, emotions are always changing. We do not always feel one way, so we shouldn't use them to describe a child's personality or way of being, or label who they are. We should acknowledge that our emotions change, and they depend on so many different factors - our aim should be to help children understand the full range of emotions, but not "label" them as "being" a certain emotion.

Let's take a look at some specific strategies to promote emotional literacy for infants and toddlers.

## Slide 13: Strategies to Teach about Feelings

Adult/child relationships are where we begin to expand an individual child's awareness of emotions or feelings. There are a number of ways we can do this in our day-to-day interactions. This can happen through modeling, or by commenting throughout the day, and can happen in one-to-one and in group interactions.

Let's talk through a few scenarios, and the strategies that might be used to build emotional literacy. Listen for the strategies listed here on the slide, and we can talk about them:

One strategy is to verbally acknowledge and label the feelings expressed by children.

- Let's think about a play situation with a 15-month-old who is playing on the slide: On the playground, Benji stops at the top of the slide and looks at the teacher. Upon seeing his hesitance, the teacher might say, "Oh, Benji, you're feeling scared. I can help you so it's not so scary. Does that help you feel better?"

In another scenario, think about what it can be like to interrupt play to change a diaper.

- Anticipating that it may be challenging for some children, a teacher might say "Sam, let's stop playing with the balls and change your diaper. Oh, you don't like having your diaper changed? Does that make you sad? I hear that you're upset. We can sing "Mr. Sun" or "Itsy-Bitsy Spider" and maybe that will help you feel happy again?"

Strategies to Teach about Feelings			
Verbally acknowledge and label feelings expressed by children in care	Assist infants & toddlers with regulating their feelings	Talk about the fact that feelings can change	Use questions about feelings to see if & how a child responds

Presenter Notes:

Prompt the attendees with examples such as separation anxiety, joy at seeing one's friends, hesitance to enter in the morning, or sadness at leaving in the afternoon.

## Slide 13 cont.

These two scenarios demonstrate how a teacher might help a child understand and label his or her emotions. Let's talk about some ways we can assist infants and toddlers with regulating their emotions.

- A baby, while crawling on the floor, is upset after he bumped his head. A teacher who is nearby might approach the child, pick him up, and say, "Oh Ethan, you bumped your head and it hurt. Let me hold you for a few minutes. Aw, it hurt, didn't it, and made you mad. We'll move away from that counter and find something else to play with to help you feel better."
- For a baby who is tired, but can't relax and go to sleep, we might rock her and say in a soothing manner, "I know you are feeling tired, but you're frustrated and don't want to go to sleep. I will hold you and rock you until you feel more relaxed and sleepy."

There are many opportunities to talk about how our feelings can change.

- One example includes letting a child know that another child who bit him is still his friend. A teacher might say, "Ouch, Isaiah, that hurts. That made you feel sad." To Isaiah's friend, the teacher might say "Tyrone, I can help my friend feel happy again by giving him gentle touches" while modeling gentle touches.
- This might be followed with opportunities for Isaiah and Tyrone to continue to play together, or redirection to involve them in different activities. Regardless of the next step, the opportunity to talk through feelings remained available in this scenario.

Who recognized these scenarios as possibly taking place in your classroom? Are there additional situations in which you might have the opportunity to validate children's feelings, name emotions, and support self-regulation?

***Give time for responses.***

With these examples, we start to see how we can use the feelings and emotions that children experience in everyday activities and interactions to build emotional literacy.

## Slide 14: Video - Feelings Chart

We're about to see a video of a teacher, child, and parent. Watch to see how the teacher uses morning greeting time to teach emotional literacy.



 **Play PRISM Feelings - Feelings Chart (21 secs)**

What did you see here? How did the teacher and the parent teach about emotions in this clip? Can you think of other opportunities to teach about feelings during morning or afternoon greetings?



## Slide 15: Strategies to Teach about Feelings

While there are numerous opportunities to teach about emotions in adult-child interactions, there are also opportunities to teach emotional literacy in group settings and in children's interactions with their peers.

Strong emotions can come out of interactions between toddlers and their peers. We can take advantage of teachable moments when children experience difficulties with peers.

A common situation is when two children want the same toy.

- A teacher might start by saying "Juan wants the boat. Kiki wants the boat."

What might she say next to teach about emotions?

***Give time for responses.***

Children often become aware of things other children have that seem attractive, such as hair color or texture, clothing, hearing aids, or wheel chairs. These are also teachable moments.

- In an example in which one child sees another child's eyeglasses and becomes intrigued, a caregiver might say "Kerry, I can see that you like Misha's glasses. Maybe you wish you had some yourself. Maybe we could make a pair for you out of these circles here, and you and Misha will both have glasses."

Sometimes younger children have binkies or bottles or blankets and older children might be envious or curious about.

Let's think about an example in which a toddler, John, is interested in baby Cora's binky.

What might you say to teach about feelings in this scenario?

***Give time for responses.***

In many scenarios, it is important for adult caregivers to stay close and support children in difficult encounters with other children. While our goal is to prevent challenging behavior by being present and by supporting peer interactions, sometimes challenging interactions still occur. These then become opportunities to teach about emotions.

### Strategies to Teach about Feelings

Find opportunities in group settings to talk about feelings:

- Stay close & support children when they experience difficulties with peers & need adult support
- Show positive feelings for both children in conflict
- Let children know through your calm approach that conflict is to be expected and that it can be resolved with help

Presenter Notes:

If additional input is needed, the presenter may add "Juan, I know you were playing with the boat and you feel mad when Kiki takes it. Kiki, Juan was playing with the boat. You are sad you can't have it. What would help you feel better? Can we find another boat? Do you like the red or blue boat?"

Presenter Notes:

A response may be, "I can see that you pulled Cora's binky out of her mouth, John. Sometimes it might be nice to have a binky yourself, right? Is that how you feel? Cora might be sad without her binky. We have to be sure that Cora doesn't lose hers so maybe you can help me give it back to her."





## Slide 16: Video - Providing Support

Let's take a moment to watch a video showing how a teacher stays close and provides support during a group interaction.



**Play PRISM Feelings - Providing Emotional Support (2 mins 9 secs)**

What did the caregiver do to help these children deal with what is a common situation?

How can this teacher follow-up and teach about feelings and emotions in this scenario, or other similar types of scenarios? What are some ways she can validate or label feelings, and use this situation to teach about feelings?



Presenter Notes:

Caregiver appeared calm, knelt at their level, used children's names, words and tone matched intensity of the situation (i.e. serious, clear language, straightforward with emphasis), used her body as a barrier.

Supported children in using their words to describe their experience (i.e., child without prompting said "I don't like it...").

Described the effect of the child's actions (i.e., "that hurts," sets limits "We don't hurt our friends..."), and emphasized and repeated the children's words.

The teacher could name the emotions, such as mad, frustrated, scared, or hurt. The teacher could focus on what TO DO, versus what NOT to do, such as "we use our words with our friends" or "we tap them on the shoulder when we want to ask for something"

## Slide 17: Strategies to Teach about Feelings

Using books, songs, and materials can be helpful, and powerful tools for teaching emotional literacy. There are a number of diverse resources available, some of which you may already use in your classroom now.

### Strategies to Teach about Feelings

Choose books, music, finger plays with a rich vocabulary of feeling words

Use puppetry or felt board stories that retell common social experiences & emphasize feeling vocabulary and conflict resolution

Read stories about characters that children can identify with who express a range of feelings


**Books, music, and finger plays** can be very helpful tools in building a rich vocabulary of feeling words. Books are an excellent resource as they use characters that children can identify with who express a range of feelings (e.g. Baby Einstein for infants or See How I Feel stories like The Rainbow Fish for older toddlers). Do you have favorite books, music, or finger plays that you use with infants and toddlers that represent the cultures of your children and teach about emotions?

**Puppetry or felt board stories** can be used to retell common social experiences in the child care setting and can emphasize feeling vocabulary and stories about conflict resolution. For instance, a teacher might use puppets to act out what it is like having two friends struggling over a favorite item or two friends who have pretty hair that others want to touch. Puppets can act out these familiar scenarios, and model a conversation that helps them identify and learn to deal with emotions.

**Art** can be a powerful tool for learning about and processing emotions. Encouraging toddlers to draw pictures of their difficult or scary emotions, such as when there is a big storm with thunder and lightning, and talking about it being frightening. Then, these projects can spark individual or group conversations that can help children learn ways to identify and deal with those emotions in the future. They are also a great way to share what you are doing in the classroom related to emotions with families, by sharing the artwork, and talking about how children are learning about emotions.

## Slide 18: Video - Teaching with Puppets

Let's watch a brief video of a teacher using puppets to teach emotional literacy.

 **Play PRISM Feelings - Teaching with Puppets (1 min 18 secs)**



Did anything stand out to you as you were watching this puppet lesson?

Are there other scenarios where puppets or dolls might be used to teach about feelings, emotions, or interactions?

Give time for responses.

## Slide 19: Model Positive Relationships

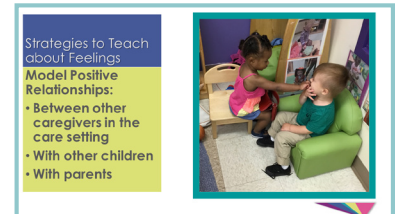
As teachers, we have opportunities throughout the day to model emotional literacy in our interactions with others. This involves teachers engaging in and demonstrating their own emotional literacy in the context of adult-to-adult interactions, as well as adult-child interactions.

The emotional atmosphere among the adults in a care setting sends a powerful message to very young children, and can set the tone for positive interactions.

- Speaking in kind voices to one another; saying hello or thank you to one another, and greeting parents with enthusiasm all carry messages about how we treat others.

Teachers can also model these practices with parents:

- By greeting parents when they arrive, showing kindness and patience, and engaging in warm interactions.
- Emotional literacy can also be modeled when teachers are talking about children, describing positive aspects of the child's day or their behavior, and including discussion about feelings.



## Slide 19 cont.

Adults can model these practices in their interactions with children, as well.

- Saying only positive and constructive things to children; letting them know what you like rather than what you don't like; laughing with children and letting them know that you like their personality or their antics also sends messages about how we treat people.

Caregivers can even model how they talk about and deal with their own emotions.

- For example, a teacher who says "I am sad that it is raining and we cannot go outside to play" is demonstrating how he or she expresses their own feelings.

When adults model these practices, this helps children see how children can behave with their peers – how they regulate their emotions, what they can say to each other, and how they can interact in a positive way, while experiencing and expressing their emotions in healthy ways.



## Slide 20: Activity - Using Books to Teach about Feelings

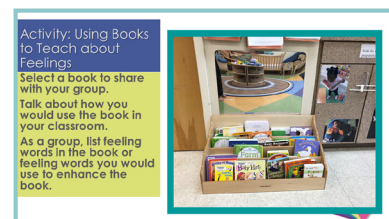
There are many ways to be more intentional about the development of emotional literacy with infants and toddlers. Reading with children is one of the most powerful tools in expanding a child's awareness of his own feelings and expanding his awareness of the feelings that others might have.

Our goal with infants and young toddlers is to use language that links emotional language to self, people, and things that happen.

Take out **Handout 3: Using Books to Support Emotional Literacy** for this activity.

***Distribute books and allow each attendee to select at least one book.***

- You're going to get together in small groups of 3 to practice using books to support social-emotional development.



## Slide 20 cont.

- Once you're in a small group, choose a reporter who will record the feeling words and ideas that your group creates for each book.
- Trade books within your group so each person gets to review at least three books.
- Then, have each person in your group share their reaction to at least one book and talk about how they might use the book to enhance social-emotional literacy in their infant or toddler setting.
- As each book is discussed, your group will identify the feeling words used in the book or feeling words that might be used by the reader if it is a book that is not necessarily focused on feelings.

You can refer to the slide if you need a reminder about how to do the activity.

What was it like for you to look through these books with a social-emotional lens? What new ideas did you come away with?

***Give time for responses.***

You have a handout in your packet - **Handout 4** - that has some recommended books to teach about feelings.

## Presenter Notes:

BRING: a selection of children's books that would be conducive to talking about feelings.

You may want to use table groups or smaller groups, depending on the total number of participants.

If you do not have enough books for each person, ask participants to bring a book with them to the training that they think might enhance social-emotional development. If time does not permit having each participant read 3 books, you might have each group look at one book and complete the activity.



## Slide 21: Video - Using Books to Teach about Feelings

Now that you've had a chance to review some books, let's check out this caregiver sharing a teacher-made feelings book with her class.



**Play PRISM Feelings - Using Books (1 min 19 secs)**

What stood out to you as you viewed the video?

An infant or younger toddler developing social-emotional literacy is in a better position to expand his or her awareness of others, develop friendship skills, and move along toward a higher level of social play.

Older toddlers, with more language and more opportunities to play and interact with other children, need to develop social-emotional literacy skills to manage or regulate their emotions and to be successful in solving the social problems that will naturally evolve as they grow.

Teaching emotional literacy gives children the "vocabulary" to understand emotions, and the foundation for this growth.



Presenter Notes:

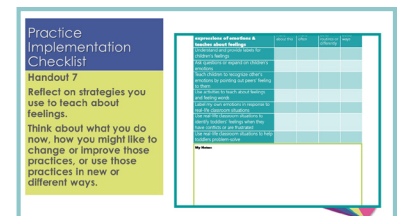
Point out how the caregiver used the book to support emotional literacy.

You may like to show what using a book to teach emotional literacy can look like in the classroom by doing a reading with the group. Tell the group what age of audience you are reading to. Model by asking questions, pointing out facial expressions, and focusing on different parts of the picture or story that help teach about feelings.



## Slide 22: Practice Implementation Checklist

Take out your Practice Implementation checklist (**Handout 5**). You can use this to reflect on your own teaching practices. This is the same type of checklist you've had in past trainings. This time, it's focused on responding to children's expression of emotions and teaching about feelings. First, star items you feel are strengths for you. Then, check any of the boxes that apply. You may even find you want to check some boxes for items that are a strength for you. This checklist is for you to use in reflecting on your practices. You may find that it will be helpful as you work with your coach.



## Slide 23: Reflection

Now that you've had some time to reflect and think about today's trainings, are there any questions you have? Was there anything you saw or heard you would like to incorporate into your classroom? Any other insights you'd like to share?

Reflection
What questions do you have about the material we discussed?
What insights, if any, do you have about your own practices, the children, and/or their families?
What strategies did you see or hear that might be useful in your role and work?

## Slide 24: Messages to Take Home

Today, we defined emotional literacy and discussed how our relationships and interactions with the children we care for affect their development of emotional literacy and understanding of emotions.

We wrapped things up by talking about some specific strategies for supporting emotional literacy in your day-to-day interactions and routines with children.

If you would like more information about supporting the development of emotional literacy, we'd encourage you to visit the resource section of the PRISM website, as well as talking with your coach about your specific interests or ideas.

Messages to Take Home
<b>Emotional literacy involves:</b> <ul style="list-style-type: none"><li>Identifying and naming emotions in ourselves and others</li><li>Understanding and expressing feelings in a healthy way</li></ul>
<b>Emotional literacy comes from supportive relationships with adults</b>
<b>The language we use is important</b>
<b>Specific strategies to teach about feelings include:</b> <ul style="list-style-type: none"><li>Using Adult/child relationships to expand child's awareness</li><li>Finding opportunities in group settings</li><li>Using enriching language tools</li><li>Modeling positive relationships</li></ul>