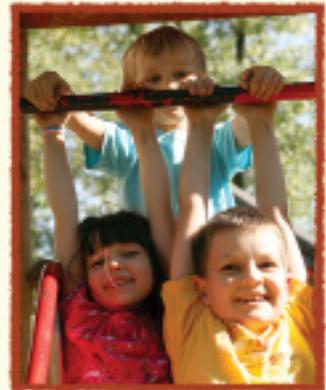
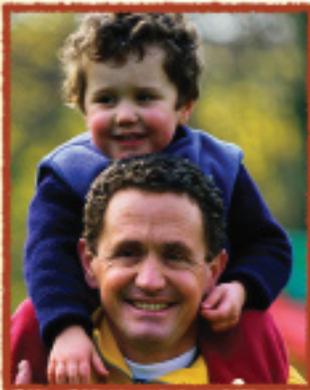


# Fostering Emotional Literacy in Young Children: Labeling Emotions



Project funded by the Child Care and Head Start Bureaus in the U.S. Department of Health and Human Services



## What Works Brief Training Kit #21



Center on the Social and Emotional  
Foundations for Early Learning  
[www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)

April 2009

The **What Works Brief Training Kits** were developed to help in-service and pre-service providers conduct staff development activities. Each Kit is based on one What Work Brief and contains the following items: presenter's PowerPoint note pages, participant handouts, activity ideas, pre-training survey, demographic form, training evaluation, and training certificate.

The What Works Brief Training Kits are grounded in the Pyramid model depicted below which provides a framework for describing the four interrelated levels of practice that address the social and emotional development of all children. The Pyramid is designed to guide practitioners in understanding the importance of children's social emotional competence in terms of school readiness and the prevention of challenging behavior. This What Works Brief Training Kit relates to the "Targeted Social Emotional Supports" level of the Pyramid.



We welcome your feedback as you provide professional development activities with these materials.

Special thanks to the Meginnis Endowment at UIUC for funding to help support this effort and to the following individuals who developed the What Works Brief Training Kits materials: Micki Ostrosky, Hedda Meadan, Greg Cheatham, Monique Mills, Sallee Beneke, Nancy Gaumer, Amy Hayden, Elenor Rentschler, and Angel Fettig.

## Presenter Notes



### ***Speaker Notes:***

- Presenter should be familiar with the content in What Works Brief #21 and
- Module 2, Section IV on Enhancing Emotional Literacy available at <http://www.vanderbilt.edu/csefel/>
- Welcome participants
- Take care of any logistics (e.g., length of time for session, break, handouts, etc.)
- Consider using What Works Brief #21 handout as a supplemental resource.
- Pass out Pre-training survey for all participants to complete and turn in.

As you present the workshop--

- Remind participants to take the culture and background of children into consideration and to work hand-in-hand with parents when they select target behaviors (i.e., expression of particular emotions), since some behaviors may or may not be part of the child's culture.

# What is Emotional Literacy?

- Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner.



## *Speaker Notes:*

- First, we can know what emotional literacy is. Read the definition provided on the slide. Children may have difficulty with three parts of emotional literacy (i.e., identifying, understanding, and responding to emotions).
- In order to demonstrate emotional literacy, children must be able to identify, understand, and respond to their own emotions and the emotions of others.

There are factors that impact children's ability to understand emotions:

- Body language
- Tone of voice
- Facial expression
- Physiological response (e.g., crying, sweating)

## Key Concepts About Emotions

- Emotions change
- You can have more than one emotion about something
- You can feel differently than someone else about the same thing
- All emotions are valid – it is what you do with them that counts



Center for the Study of Emotion and Decision Making  
Emotion, Personality, Learning

### ***Speaker Notes:***

Explain these key concepts about emotions.

# Activity 1

## Pair-Think-Share

- **Pair** with a partner
- **Identify** the emotions associated with each face (identify emotions)
- **Think** about why you selected the emotion label you did (understand emotions)
- **Share** your thoughts



National Health and Medical Research Council  
Healthcare Activities Learning

### *Speaker Notes:*

#### **Activity 1:**

- Assign partners.
- Have all the groups look at faces on handout
- Pairs should think about how each face conveys an emotion
- Share thoughts with the large group by having some pairs share their ideas

# Activity 1

## Pair-Think-Share

- **Identify emotions**  
-Which emotions do the following faces express?
- **Understand emotions**  
-How do you know?

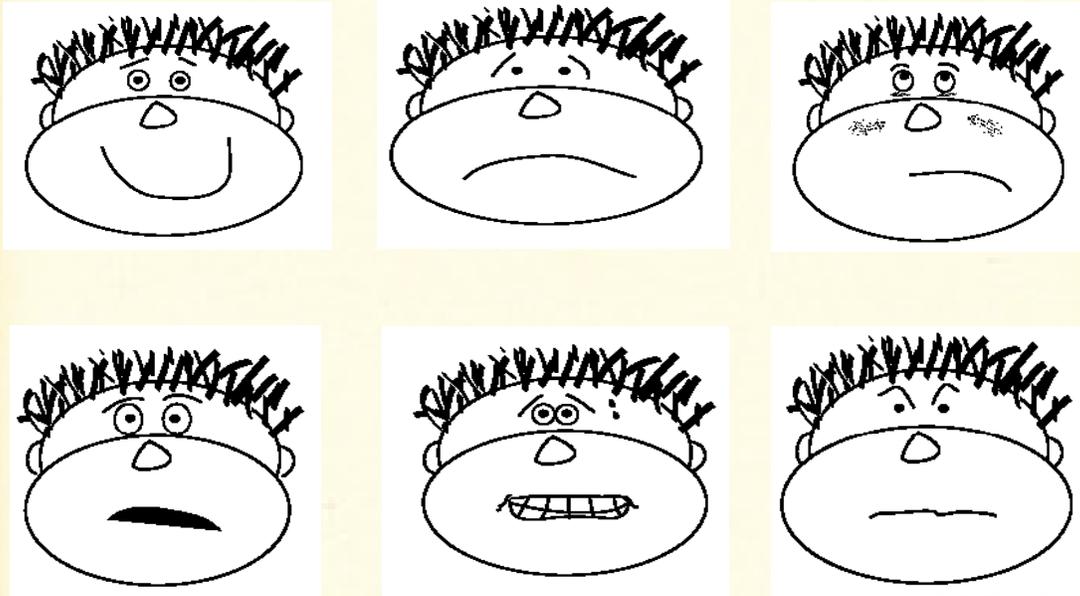


National Center for Learning Disabilities  
www.nclld.org

### ***Speaker Notes:***

- As you know, children often imitate what adults do. It's important for adults to model emotional literacy. How good are you at reading emotions?

# Identify & Understand Emotions



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Center for the Study and Treatment  
of Emotional and Behavioral  
Disorders, University of Maryland

## ***Speaker Notes:***

Identifying and understanding emotions.

- Happy
- Sad
- Embarrassed
- Scared
- Nervous
- Mad

Clues that children are experiencing these emotions:

- Happy- smiling
- Sad- frowning
- Embarrassed- cheeks, lips, eyes rolled
- Scared- mouth opened, eyes wide
- Nervous- sweating, teeth, eyebrows
- Mad- tight mouth, eyebrows

## Children With Emotional Literacy:

- Tolerate frustration better
- Get in fewer fights
- Exhibit less destructive behavior
- Are healthier
- Are less lonely
- Are more focused, less impulsive
- Demonstrate greater academic achievement



National Center for Emotional Literacy

### ***Speaker Notes:***

- Before we talk a bit about *responding* to emotions, we should say something about the benefits of developing emotional literacy.
- Research studies show that children with emotional literacy present with fewer problem behaviors and attain greater academic achievement in school.

## What Can Adults Do?

- Express Your Own Feelings
- Label Children's Feelings
- Play Games, Sing Songs, and Read Stories with Feeling Words



### *Speaker Notes:*

- **Modeling and naming our own emotions consistently can be a way to improve emotional vocabulary!**
- Teacher drops glitter on floor
- Response- "Oh boy, is this *frustrating*. Oh well, I'd better take a deep breath and figure out how to clean it up."

#### **Label children's feelings**

- Example: Child wants to swing but no swings are available so she frowns.
- Response- The teacher approaches her and says, "You look disappointed about that swing."

**Play games-** Children sit in a circle and pass around a container of cut out feeling faces. When the music stops, the child holding the container selects a feeling face and identifies it.

**Sing songs-** "If you're *proud* and you know it, say 'I did it!'" (Sung to the tune of *If You're Happy and You Know It....*)

**Read stories-** Label feeling faces in children's books such as *On Monday When it Rained*. See a list of children's books that promote emotional literacy in *Enhancing Emotional Vocabulary in Young Children* handout (<http://www.vanderbilt.edu/csefel/modules/module2/handout6.pdf>).

Emotional literacy facilitation can be incorporated into just about any classroom or "while you're at it" activity.

## Feeling Activities

- Pass the Hat
- Mirrors
- Feeling Face Collage
- Feeling Face Charades
- Checking In



National Council for the Social and Emotional Learning  
Feeling Face Activity Series

### *Speaker Notes:*

Here are a few activities in which children can practice identifying, understanding, and responding to emotions.

**-Pass the hat-** Children sit in a circle and pass around a hat containing cut out pictures representing various emotions inside. When the music stops, the child holding the hat chooses a picture from the hat and identifies its emotion, express how he/she looks when they he/she feels that way, and/or describes a time when he/she felt that emotion. This is a musical chairs variant.

**-Mirrors-** children make feeling faces in a mirror that correspond to emotions expressed by characters in a story read aloud by teacher.

**-Feeling face collage-** children cut out feeling faces from magazines and label them as they place them on a collage (with assistance from an adult).

**-Feeling face charades-** children identify the emotion on the faces of their peers and, as an extension to this activity, talk about a time that they felt that emotion.

**-Checking in-** children select a feeling face representing their morning mood. In the afternoon they “check out” by selecting another feeling face and explaining why their mood changed or stayed the same.

**-Singing-** “If you’re happy and you know it” or other nursery rhymes adaptations.

See if there are any concerns or general questions about emotional literacy.

## Additional Resources

- <http://www.vanderbilt.edu/csefel/practical-ideas.html> for more practical ideas on teaching social emotional skills.
- CSEFEL Module 2 handout, *Enhancing Emotional Vocabulary in Young Children*.  
<http://www.vanderbilt.edu/csefel/modules/module2/handout6.pdf>



Center for the Study of Emotion and Personality  
Vanderbilt University

### ***Speaker Notes:***

- Thank the participants for participating and have them complete the evaluation form, if appropriate.
- Distribute the certificate of attendance if appropriate.

# Pre-training Survey

WWBTK #21: Fostering Emotional Literacy in Young Children: Labeling Emotions

☀️ What is emotional literacy?

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CSEFEL



☀️ What are the benefits of children having a solid foundation in emotional literacy?

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☀️ What are two strategies or activities that you can do to foster children's emotional literacy?

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☀️ What are the three most pressing issues you face as an early childhood professional?

1. 

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2. 

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3. 

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# Pre-training Survey

WWBTK #21: Fostering Emotional Literacy in Young Children: Labeling Emotions

## Demographic Information

CSEFEL



Describe yourself (check the boxes that best describe you):

Your gender:  Female  Male

Your age:  under 30  31 to 40  41 to 50  
 51-60  61 and above

Your ethnicity:  European American  Asian-Pacific  Hispanic  
 African-American  American Indian  Other (specify) \_\_\_\_\_

Check your current teaching certificates:

- Early Childhood Education
- Elementary Education
- Special Education
- Other (Specify) \_\_\_\_\_

Check the one that best describes your education:

- High school or GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Other (Specify) \_\_\_\_\_

Your teaching experience:

How many year(s) have you taught preschoolers? \_\_\_\_\_

How many year(s) have you taught preschoolers with IEPs? \_\_\_\_\_

Thank you for completing this survey.

# Participant Notes



Center on the Social and Emotional Foundations for Early Learning  
Supported by the U.S. Department of Health and Human Services



## WWB Training Kit #21

### Fostering Emotional Literacy in Young Children: Labeling Emotions

Participant PowerPoint

## Notes

### What is Emotional Literacy?

Emotional literacy is the ability to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ emotions in oneself and others in a healthy manner.



Center on the Social and Emotional Foundations for Early Learning

### Key Concepts with Emotions

- Emotions change
- You can have \_\_\_\_\_ emotion about something
- You can feel \_\_\_\_\_ than someone else about the same thing
- All emotions are \_\_\_\_\_ – it is what you do with them that counts



Center on the Social and Emotional Foundations for Early Learning

## Children With Emotional Literacy:

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Center on the Child and Learning  
Vanderbilt University Learning

## Notes

## Feeling Activities

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Vanderbilt University Learning

## Additional Resources

- <http://www.vanderbilt.edu/csefel/practical-ideas.html> for more practical ideas on teaching social emotional skills.
- Enhancing Emotional Vocabulary in Young Children handout.
- Points to remember/things to do handout.



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# Activity 1

## Pair-Think-Share

WWBTK #21: Fostering Emotional Literacy in Young Children: Labeling Emotions

Directions: Pair with a partner. Identify the emotions associated with each face (identify emotions). Think about why (understand emotions). Share your thoughts.

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Identify emotions

Which emotions do the following faces express?

Understand emotions

How do you know?



# CSEFEL Training Workshop Evaluation

WWBTK #21: Fostering Emotional Literacy in Young Children: Labeling Emotions

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Topic: \_\_\_\_\_

Speaker(s): \_\_\_\_\_

Your position: \_\_\_\_\_

CSEFEL



☀ Circle the number that best expresses your reaction to each of the following items:

- |  |                       |   |   |   |   |                        |
|--|-----------------------|---|---|---|---|------------------------|
| 1. This topic is important to me.            | (Extremely Important) | 4 | 3 | 2 | 1 | (Not Important at All) |
| 2. The amount of information covered was     | (Just Right)          | 4 | 3 | 2 | 1 | (Inadequate)           |
| 3. The information covered was clear.        | (Very Clear)          | 4 | 3 | 2 | 1 | (Vague)                |
| 4. The activities conducted were beneficial. | (Very)                | 4 | 3 | 2 | 1 | (Not at All)           |
| 5. The handouts provided were useful.        | (Very)                | 4 | 3 | 2 | 1 | (Not at All)           |
| 6. Overall, this presentation was            | (Very Useful)         | 4 | 3 | 2 | 1 | (Not Useful)           |

☀ Things I liked about this presentation:

☀ Things I would change about this presentation:

☀ Additional information I would like on this topic:

☀ New things I am going to try as a result of this workshop:

☀ Additional comments:

# Center on the Social and Emotional Foundations for Early Learning

## *Certificate of Training* Fostering Emotional Literacy in Young Children: Labeling Emotions

This is to certify that

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successfully completed the above training

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*Trainer*

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*Trainer*



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*Participant*

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*Date and Location*

Center on the Social and Emotional  
Foundations for Early Learning

Additional training resources are available at: <http://www.vanderbilt.edu/csefel/>