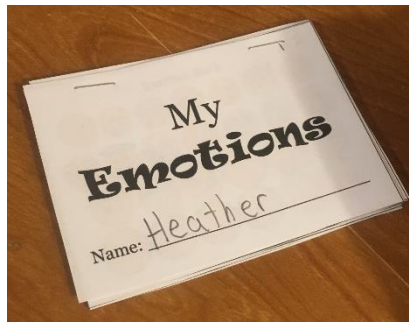


Emotion Mini-Book



By Heather Manning

Goal:

1. To identify emotions
2. To promote healthy discussion of emotions
3. To identify safe, supportive people

Supplies needed:

Printed copies of the template (2 pages per child, do not print double sided)

Stapler

Child-safe scissors

Pencils

Optional: colored pencils, crayons, or markers

Estimated time: 20-35 minutes, plus a daily 5-10-minute check-in for a week.

Directions:

1. **Print off as many copies of the template as you need.** 2 sheets per child.
2. Gather supplies and hand out to students.
3. Have students cut along the lines on the sheets of template copies.
4. Layer the cut squares of paper (title and “emotion bank” pages first)
5. Staple together with two staples at the top of the squares, forming a mini-book.
6. Explain the meaning of each emoji face to the student.
7. Students may create and draw their own emotions on the blank faces in the emotion word bank.
8. Tell them that there are no wrong answers, and explain to them that emotions mean feelings.
9. Have children record their feelings once a day for a week.

10. Send home a letter to their parents explaining their activity (template letter included).

More Ideas:

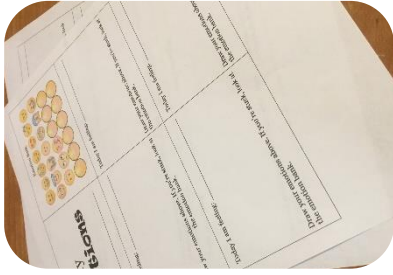
1. Students can record their feelings in their emotion book each day.
2. They can look at the emotion word bank or add their own emotion and write a sentence about what they are feeling and why.
3. They can share their feelings each day with a designated safe adult: road crossing guard, teacher, friend of the family, janitor, baby sitter, or anyone the child feels comfortable with. Encourage students to explain what they did about the way they were feeling to their safe adult.
4. Vary the time of day the students fill out their emotions for different results.
5. This will be a way for students to catalogue their feelings and create a dialogue about them with people they care about.
6. The teacher could also keep an emotion log and share their feelings with the class, to promote discussions about feelings.

Idea adapted from: <http://teachmama.com/talk-with-kids-about-emotions-inside-out-mini-book-and-card-game/>

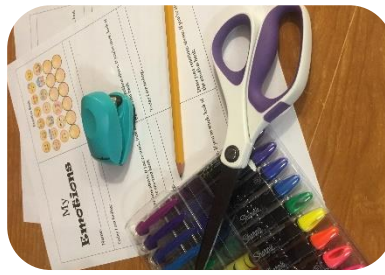
Outcome: Students will

1. Learn how to process emotions
2. Talk about emotions
3. Record emotions
4. Develop sense of self-awareness
5. Practice penmanship
6. Strengthen vocabulary

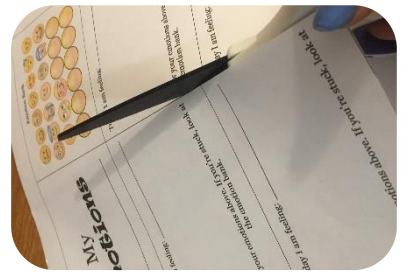
Illustrated Directions



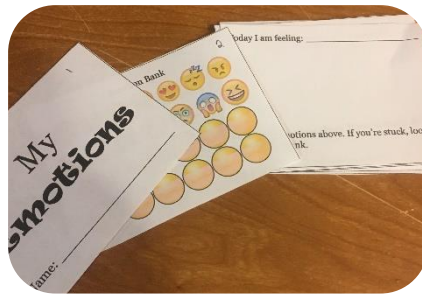
Step 1



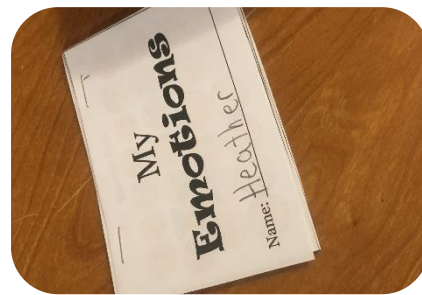
Step 2



Step 3



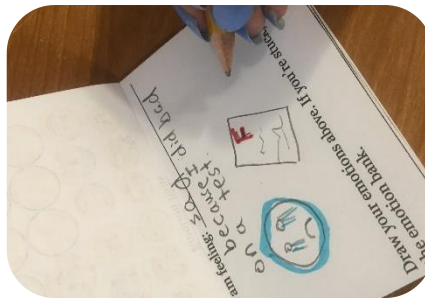
Step 4



Step 5



Step 6



Step 7

Letter to Parent

Dear Parent,

Your child has been working on an activity book this week in relation to the play they saw earlier this year called *Devon's Hurt*, which was about a child who learned to accept her emotions and how to process them. Your child created an "Emotion Mini-Book" and recorded their feelings in it each day for a week. They were encouraged to use this book to share their feelings with an adult. This non-graded project has helped your child demonstrate crafting skills, in addition to learning how to process, talk about, and record their emotions.

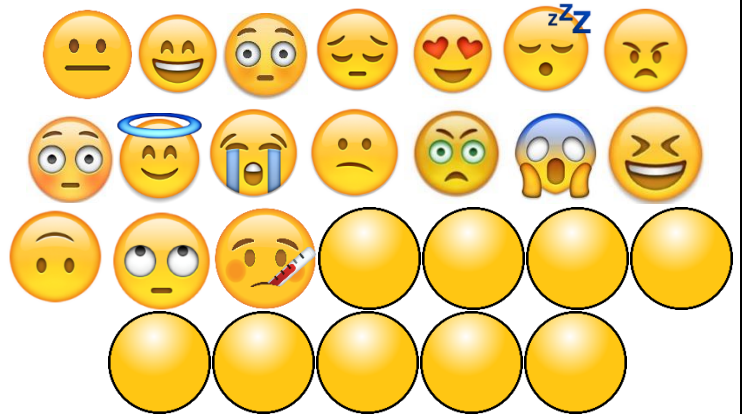
Please ask your child about their "Emotion Mini-Book" and encourage them to continue to use it in the future.

Thank you for your time,

My Emotions

Name: _____

Emotion Bank



Today I am feeling: _____ because
_____.

Draw your emotions above. If you're stuck, look at the emotion bank.

Today I am feeling: _____ because
_____.

Draw your emotions above. If you're stuck, look at the emotion bank.

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