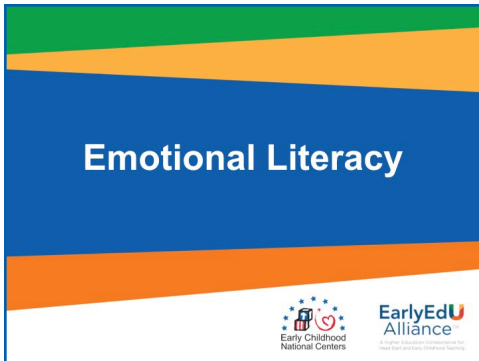


These presenter notes provide information about slide contents and background information for course presenters. An estimate for time needed to present this module is just over 3 hours.

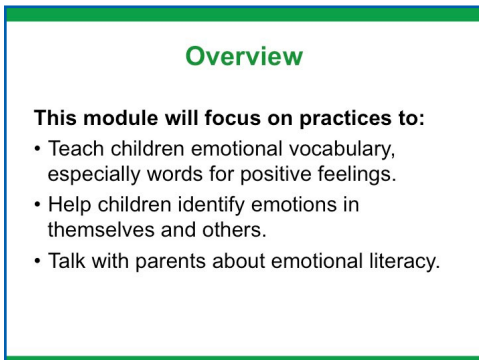


SLIDE 1: EMOTIONAL LITERACY

This module will highlight practices to build children’s emotional literacy.

Background

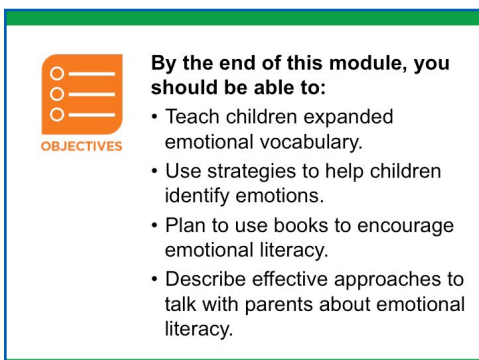
For the learning activity on Slide 40, you will need enough children’s storybooks for every two participants. A resource list with books to support children’s social and emotional development is on the Center on the Social and Emotional Foundations for Early Learning website: <http://csefel.vanderbilt.edu/documents/booklist.pdf>



SLIDE 2: OVERVIEW

The module will focus on these topics:

- Teaching children emotional vocabulary, especially words for positive emotions
- Helping children identify emotions in themselves and others
- Discussions with parents about emotional literacy



SLIDE 3: OBJECTIVES

By the end of this module, participants should be able to:

- Teach children expanded emotional vocabulary.
- Use strategies to help children identify emotions.
- Make plans to use books to encourage children’s emotional literacy.
- Be able to describe effective approaches to talk with parents about emotional literacy.

Intentional Teaching Framework



SLIDE 4: INTENTIONAL TEACHING FRAMEWORK

This EarlyEdU Alliance module and EarlyEdU's higher education courses (<https://www.earlyedualliance.org>) use the Intentional Teaching Framework:

Know—Learn about child development and effective teaching practices.

See—Identify teaching practices and children's responses in videos of your classroom and those of other teachers.

Do—Set goals, plan, and use strategies.

Reflect—Observe your practice, analyze, and plan for change.



SLIDE 5: WHAT IS EMOTIONAL LITERACY?

Lead participants in a discussion about these questions: How do you think this boy is feeling? What clues tell you that? (Potential answers are: He looks sad or lonely. He is holding his head in his hand, closing his lips and turning them down a bit, lying in a pipe, and looking off into the distance.)

This knowledge that most adults have about how people are feeling is part of emotional literacy. Young children are just starting to develop it.



SLIDE 6:

Teaching a child emotional literacy is a lot like teaching a child to read. Teachers show children how to read emotions rather than letters and words. With help, young children can learn more emotion words and cues to recognize those emotions in themselves and others.

Children who don't learn to use emotional language can have a challenging time labeling and understanding their own feelings as well as accurately identifying how others feel.

Reference

Joseph, G., & Strain, P. (2003). *Enhancing emotional vocabulary in young children*. Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University. <http://csefel.vanderbilt.edu/modules/module2/handout6.pdf>

Benefits for Children



- Manage frustration more successfully
- Have fewer conflicts
- Engage in more positive behavior
- Are healthier
- Control impulses better
- Learn more in school

SLIDE 7: BENEFITS FOR CHILDREN

(This slide is animated so bullet points about the benefits appear one by one.) Emotional literacy is foundational for emotional development. Ask the group for their thoughts about the benefits of emotional literacy then bring up each bullet point. Are there other ideas than are on the slide?

Other ideas may be: Children make friends more easily, keep friendships, feel more confident, and concentrate better.

Head Start Early Learning Outcomes Framework

		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development	

Image credit: Administration for Children and Families, Office of Head Start

SLIDE 8: HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

Teaching practices that support emotional literacy build children's emotional functioning, a subdomain of Social and Emotional Development in the Head Start Early Learning Outcomes Framework (HSELOF).

Background

You might choose to review with participants this subdomain of Social and Emotional Development. The infant-toddler section is on pages 26 and 27, and the preschool section is on pages 31 and 32. This may help participants to better see the connection between the information in this module and the HSELOF framework.

Reference

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington D.C., 2015. <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

Emotional Development from Birth

SLIDE 9: EMOTIONAL DEVELOPMENT FROM BIRTH

This section will highlight emotional development from birth.

Emotions in First Year of Life

Birth to 6 Months	6 Months to 1 Year
Contentment: Smiles after eating	Fear: Suddenly shows fear of strangers at 7 or 8 months when didn't at 6 months
Interest: Tracks new objects	
Distress: Cries when left alone	

SLIDE 10: EMOTIONS IN THE FIRST YEAR OF LIFE

Infants from birth to six months typically experience:

- Contentment
- Interest
- Distress

Infants from 6 months to 1 year old start to express fear at times.

Other ways that young children's emotions develop:

- Children begin to know about their own feelings first and then tune into the feelings of others.
- Young children quickly develop their unique means of expressing their feelings and then use them deliberately to suit the occasion.
- Young children need to have experience with a wide range of emotions before they can begin to understand them.

Infants and Others' Emotions

Emotional Contagion

When one infant starts crying, another joins in.

Social Referencing

At 8 to 12 months, infants use caregivers' facial expressions or vocal cues to decide how to deal with new situations.

SLIDE 11: INFANTS AND OTHERS' EMOTIONS

Infants find others' emotions to be contagious. They also tend to look to caregivers' faces to decide how they should react to new situations. For example, an infant may look at a caregiver's face when a new adult enters the room. Infants also sometimes look at the faces of adults then change their emotional states.

Emotions Ages 2 to 4

Age	Emotional Development
2	Begins to understand others' emotions and to have empathy.
3	Understands cause and effect in interactions with children and adults.
4	Knows that others have separate feelings and desires.

SLIDE 12: EMOTIONS AGES 2 TO 4

Beginning at 18 months, children are able to recognize that others have different perspectives and to consider those.

Other understandings include:

- Children as young as 2 years old can begin to realize that emotions are temporary. For example, a child can recognize that an adult can switch from being angry to showing caring behavior in minutes. Some children may have an easier time recognizing that emotions are only temporary, while others may have more difficulty and need more help from adults.
- Young children often struggle to identify fear- and anger-inducing situations, but their ability to do so increases in the preschool and elementary school years. For example, children ages 4 to 6 can begin to give accurate explanations for why their peers express negative emotions, i.e., "Sean is sad because he lost his toy."

Self-Conscious Emotions

Embarrassment Guilt Shame Pride



Around age 2, children start to understand that they are distinct from other people and begin to form a sense of self.

SLIDE 13: SELF-CONSCIOUS EMOTIONS

Children start to develop *self-conscious* emotions that reflect their sense of self and awareness of others' thoughts about them. Children's growing sense of what adults and society expect of them also contributes to children's emerging self-conscious emotions. To experience these, children must have ideas about standards and what is success and what is failure. They must have the ability to evaluate their own behavior.

- **Embarrassment** is a complex emotion that first emerges when self-awareness allows for the idea of *me*. At this point, the child understands that he is the object of others' attention. Children start to feel embarrassment when an undesirable action or attribute of theirs is revealed to others. For example, a child may become embarrassed when others see him trip and fall.
- Children ages 3 to 5 start to feel **pride** when they accomplish something. The first signs of pride are clear in children's smiling glances at others when they have successfully met a challenge or achieved something new, like taking their first step. By age 3, children's pride is increasingly tied to the level of their performance. Children express more pride when they succeed on difficult tasks than on easy ones. For example, while putting together the pieces of a puzzle, Sammy is proud and yells, "Look! I did it!"

The next slide will look at the self-conscious emotions *guilt* and *shame* more closely.

Reference

Lewis, Michael. *Self-conscious emotions - shame and guilt, hubris and pride, shyness and embarrassment*. <http://psychology.jrank.org/pages/564/Self-Conscious-Emotions.html>

A Look at Guilt and Shame

Embarrassment Guilt Shame Pride

Both guilt and shame can be painful emotions, but which one is likely to be more harmful to a child's sense of self? Why?

SLIDE 14: A LOOK AT GUILT AND SHAME

Children start to experience **guilt** at around age 3 or 4 when they think they did something wrong or something that they know adults do not like. Guilt is connected to empathy for others and involves feelings of remorse and regret about one's behavior and the desire to undo the results of it. For example, a child may feel guilty after breaking mother's favorite coffee mug and offer to get her a new one for her birthday. Guilt must be learned.

Children begin to experience feelings of **shame** at around age 3 to 4. It does not come from any specific situation but rather from the person's interpretation of herself. Shame, unlike guilt, is not related to concern about others.

Although some situations may be more likely to cause shame than guilt, the same situation often causes shame in some people and guilt in others. Whether children feel guilt or shame partly depends on parental practices. Children are more likely to experience guilt than shame if, when they have done something wrong, their parents emphasize the *badness* of the behavior, i.e., "You did a bad thing," rather than of the child, i.e., "You are a bad boy." In addition, children are more likely to feel guilt rather than shame if parents help them to understand the results that their actions have on others, teach them the need to repair harm they have done, avoid publicly humiliating them, and communicate respect and love for their children even in disciplinary situations. One way to explain the basic difference between guilt and shame is: We feel guilt for something we do, but we feel shame for something we are.

Ask participants to reflect on the question: Is guilt or shame more harmful to a child's sense of self? One possible answer is: Shame would be more harmful to a child's sense of self because it is the feeling that something is wrong with him as a person instead of just something wrong with an action he did.

Reference

Lewis, Michael. *Self-conscious emotions - shame and guilt, hubris and pride, shyness and embarrassment*. <http://psychology.jrank.org/pages/564/Self-Conscious-Emotions.html>

Multiple Emotions

Most preschoolers struggle to understand that people can experience more than one emotion at the same time.

Example: During a wedding ceremony, Paul's mother starts crying. When Paul tries to console her by saying, "It's okay mommy, don't be sad," she says, "No, I'm happy because they are getting married" and smiles at him through her tears.

SLIDE 15: MULTIPLE EMOTIONS

One of the most difficult basic emotion-related concepts for children to grasp is that people can feel several emotions at once. Up until age 4 or 5, children tend not to realize that multiple feelings can exist at the same time.

As they grow older, children begin to have the ability to recognize that they can simultaneously feel two different positive emotions or two different negative emotions toward the same source. For example, they can feel both fearful and angry toward someone, such as another child.

They also understand that they can simultaneously experience positive and negative emotions that are related to different sources. For example, a child may say, "I am feeling worried about the new puppy's biting, but I am happy I got ice cream!"

Reference

Siegler, R., DeLoache, J., & Eisenberg, N. (2006). Chapter 10: Emotional development: Children's understanding of emotion. *How children develop* (2nd ed.). New York, NY: Worth Publishers.

Teaching Emotional Vocabulary

SLIDE 16: TEACHING EMOTIONAL VOCABULARY

Adding to children's emotional vocabulary is the first step in supporting children's emotional literacy.



Emotional Vocabulary



Write a list of ten feeling words that you would like to teach young children.

SLIDE 17: LEARNING ACTIVITY: EMOTIONAL VOCABULARY

Materials: Pencils and paper

It is important for children to have words in their vocabulary to accurately describe their emotions.

Tell participants: To start thinking about this, write a list of 10 feeling words that you would like preschoolers to know. You have 1 minute to write them.

When a minute has passed, ask participants to share some of their vocabulary words. You can write them down for everyone to see. Some examples are: *hopeful, loved, lonely, excluded*.

Stress that many people struggle to come up with more than 10. Encourage participants to learn more to share with children.

Share Many Emotion Words



Use *happy, mad, and sad*, but add in *surprised, annoyed, excited* and more...

"Like other forms of literacy, the richer the vocabulary, the more rewarding the experiences."
(Joseph & Strain, 2003, p. 1)

SLIDE 18: SHARE MANY EMOTION WORDS

Children need names for emotions to express them and regulate them. Most 3-year-olds know *happy, sad, and mad* at the start of the year. Their emotional vocabulary influences how they will perceive a social situation and how they will behave in an interpersonal problem-solving situation.

Reference

Joseph, G. E., & Strain, P. S. (2003). *Enhancing emotional vocabulary in young children*. Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University. <http://csefel.vanderbilt.edu/modules/module2/handout6.pdf>



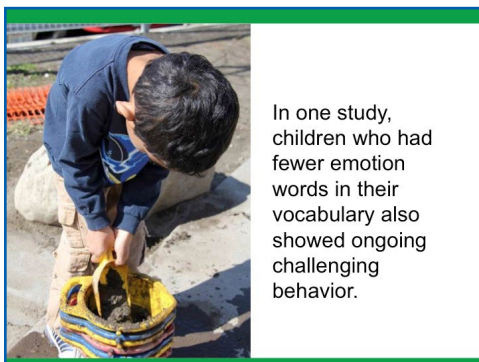
SLIDE 19: NEGATIVE OR POSITIVE?

Ask participants to review their list of words again and put a plus mark next to positive words and a minus sign next to negative words. Share that positive emotions are ones you enjoy feeling and negative ones are feelings you don't like experiencing.

Invite people to check if they listed more positive or negative words. Emphasize that most people will write more negative ones.

Ask participants why they think there tend to be more negative words on people's lists. (Possible answer: It can be more difficult for children to accurately express negative feelings in words, so teachers tend to focus on teaching children how to express that they are having these feelings.)

Although participants may think of more negative than positive words, stress the importance of teaching both positive and negative words.



SLIDE 20:

Although children who struggle with language skills may engage in challenging behavior due to difficulties with communicating, researchers considered this and still found a link between fewer emotional vocabulary words and challenging behavior. It turns out that the vocabulary words that children in the study who had ongoing challenging behavior did know were almost all negative ones!

In fact, some children would look at faces with positive feelings and label them as negative.

Wider emotional vocabulary allows children to make finer discriminations between feelings and to better communicate with others about their feelings. These skills help children to become better interpersonal communicators.

Reference

EarlyEdU Alliance. (Producer). (2015). The Importance of Emotional Literacy [Video]. In Positive behavior support for young children. Seattle, WA. <http://www.earlyedualliance.org/courses-2/>

Make Plans to Teach Emotion Words



Discouraged

Joyful

SLIDE 21: MAKE PLANS TO TEACH EMOTION WORDS

Direct teaching about emotions involves planning activities for children to increase their emotional vocabulary as well as to start to identify the way people express emotions.

One way to do this is to show children pictures of faces with different feelings, identify the names of the emotions in the pictures, and encourage children to try out feelings by using similar facial expressions and body language. Teachers can also ask children to share times they felt those feelings. Encourage teachers to teach emotion words in all of the languages of the children in their classrooms



VIDEO

Signs for Emotions

Think about these questions while watching this video:

- How does the teacher teach emotional vocabulary?
- How do the children respond?
- What else could the teacher do to engage the children in learning?

SLIDE 22: SIGNS FOR EMOTIONS

Next, participants will watch a video of direct teaching of emotional vocabulary in the classroom. Participants can think about these questions while watching the video.

SLIDE 23: VIDEO: SIGNS FOR EMOTIONS

In *Signs for Emotions*, a teacher names emotions using English words and sign language. She also demonstrates the emotions by making facial expressions.



VIDEO: Signs for Emotions

NCQTL



Video Debrief

What did you notice?

- The teacher uses sign language in addition to the names of the emotions.
- Some children join in and sign the emotions.
- She could also ask children to share a time when they felt that emotion.

SLIDE 24: VIDEO DEBRIEF

(This slide is animated so you can bring up the points one by one.) In addition, the teacher could also ask the children to do the signs with her and to show the emotions on their faces. She could teach this lesson and encourage more participation in a small group format.

Label Throughout the Day



Describe what you notice about children's moods.

"You two seem really happy to be playing together! You keep hugging each other!"

SLIDE 25: LABEL THROUGHOUT THE DAY

An example of labeling emotions throughout the day (indirect teaching) would be when a teacher says, "You look surprised," or "You look disappointed," when she notices children experiencing different emotions. Point out how the quote from an imaginary teacher in the example on the slide describes what the two children are doing that gave her clues about how they were feeling.

Asking children how they feel is a strategy that helps them identify their feelings. Teachers can provide clues like "I notice you are all by yourself" and wonder aloud how children are feeling.

Next, a video will show a teacher labeling a child's feelings as they arise throughout the day.



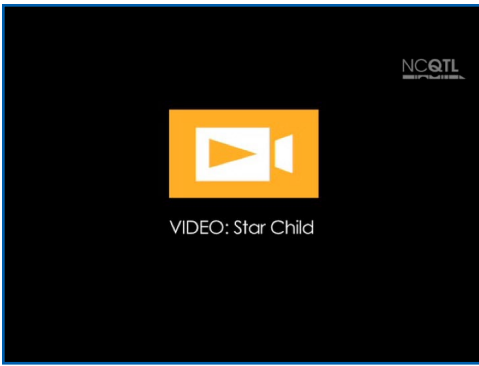
Star Child

Think about these questions while watching this video:

- How does this teacher label the child's emotion?
- How does the child respond?


SLIDE 26: STAR CHILD

These are questions that participants can consider while they watch the video *Star Child*.



SLIDE 27: VIDEO: STAR CHILD

In the video *Star Child*, the teacher calls up one child and asks her if she is excited, describing her big smile.



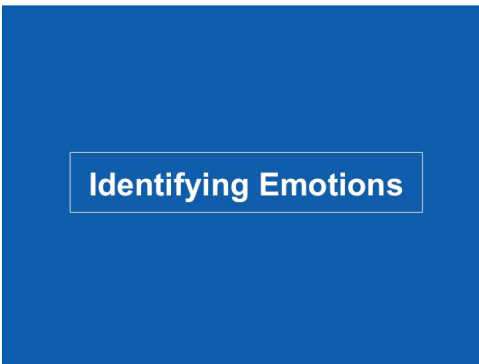
Video Debrief
What did you notice in this video?

- The teacher asks if the girl is excited.
- The girl nods her head *yes*.
- The teacher describes the *big smile* on the girl's face, which suggests she is *excited*.

SLIDE 28: VIDEO DEBRIEF

(This slide is animated so that possible answers appear one by one.)

On the slide are potential answers to the questions about the video. In addition, the teacher could have waited for the girl to verbally respond to the question asking if she was excited.



SLIDE 29: IDENTIFYING EMOTIONS

This section will discuss how to help children identify emotions.




Help Children Read Cues

Point out:

- Expressions on faces
- Body language
- Tone of voice

SLIDE 30: HELP CHILDREN READ CUES

To see the difference between emotions such as anger, frustration, and sadness, children need to know the names of these emotions and what they look and feel like. The first step is to help children read cues.




Teach them to identify emotions in themselves and others.

SLIDE 31:

Children need to be able to observe and understand both their own and other people's emotions.

In the next video, a teacher helps a child identify how he is feeling.




Conversations: Accident

Think about these questions while watching this video:

- What does the teacher do to help a child identify his feeling?
- How does the child respond?
- What else could the teacher have done to expand the child's learning?

SLIDE 32: CONVERSATIONS: ACCIDENT

These are questions that participants can think about while they view the video.



VIDEO: Conversations: Accident

NCQTL

SLIDE 33: IDENTIFYING EMOTIONS

In this video, the teacher asks a child how he is feeling and validates the boy's feeling by explaining that he would feel anxious too in that situation.



Video Debrief

What did you notice?

- The teacher asks the boy how he is feeling.
- The teacher validates the child's feeling by describing that he would also feel that way in a similar situation.

SLIDE 34: VIDEO DEBRIEF

(This slide is animated so that bullet points appear individually.) A possible answer to “What else could the teacher do?” might be: When the teacher asks the boy a second time how he feels and the boy shrugs, the teacher could identify that as feeling *unsure* or *unconvinced* instead of *maybe in the middle*, which doesn't clearly describe a feeling. The teacher also could have asked the other boy how he is feeling.

In the next video, a teacher asks a child how he felt when he saw a storm.



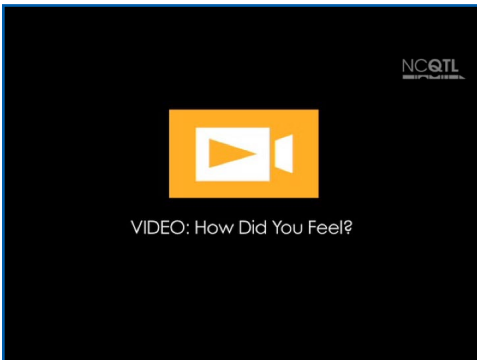
How Did You Feel?

Think about these questions while watching this video:

- What does the teacher say and do to help children identify their feelings?
- How do the children respond?
- What else could the teacher do?

SLIDE 35: HOW DID YOU FEEL?

These are questions that participants can think about while they view the upcoming video.



SLIDE 36: VIDEO: HOW DID YOU FEEL?

In the video *How Did You Feel?* a teacher asks a child how he feels and other children want to share too.



Video Debrief

What did you notice?

- The teacher asks children how they feel.
- She brings children to a chart with feeling faces to help them identify their emotions.
- She asks them what happened to change their feeling.

SLIDE 37: VIDEO DEBRIEF

(This slide is animated so that the bullet points appear one at a time.) This teacher gives children opportunities to share about their feelings. She uses a poster with faces showing different emotions so that children can look at the facial expressions. The teacher gives children the names for the feelings on the chart. She also asks children: “How did that feeling go away?” This helps children recognize events that changed how they felt.

She could also have given the first boy more time to look at the faces and to choose a feeling before she provided scaffolding and asked, “Were you scared?”

Using Story Books



- Ask questions about what characters are feeling and why.
- Share new emotion words and meanings.
- Plan activities related to emotions that arise in the book.

SLIDE 38: USING STORY BOOKS

Looking at and reading books with children can be a way to teach about emotions. Many children's books talk about or show feelings and use emotion words. Most teachers already have books in their settings—so this is an easy way to be more intentional about supporting the development of children's emotional literacy.

Sample Activity

"I feel proud when I reach the top of the climber."



Example: Make a class book with children's photos and stories about feelings.

SLIDE 39: SAMPLE ACTIVITY

Many possible activities for teaching about emotions are part of Book Nooks on the Center on the Social and Emotional Foundations for Early Learning website: <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>. Included are possible books and activities to expand on social emotional concepts, including emotional literacy.



Using Books: Emotional Literacy

- Form small groups.
- Look at a story book.
- How would you use this book to support emotional literacy during group story time?
- Plan questions to ask, emotion words to teach, and two activities that relate to the story and support emotional literacy.

Take a look at the *Book Nooks* on the website <http://csefel.vanderbilt.edu>, but create your own activities.

SLIDE 40: LEARNING ACTIVITY: USING BOOKS: EMOTIONAL LITERACY

Materials: A number of children's story books, ideally enough for at least every two participants, and the *Using Books: Emotional Literacy* handout.

In this activity, participants will plan activities to use books to support emotional literacy. Have participants form small groups or pairs, depending on the number of books available. Invite each group to choose one book.

Ask groups to plan questions (For example: How do you think the boy feels? How do you know?), emotion words to teach, and at least two activities related to the book that support emotional literacy.

Background

A resource list of books to support children's social and emotional development is on the Center on the Social and Emotional Foundations for Early Learning website: <http://csefel.vanderbilt.edu/documents/booklist.pdf>

Families and Culture

SLIDE 41: FAMILIES AND CULTURE

This section will look at cultural differences related to emotions and ask participants to think about how to have conversations with families related to emotional literacy.



Ideal Emotions

Think about these questions while watching this video:

- In what ways can cultures vary in the way they value emotions?
- Why is this important for teachers to know?

SLIDE 42: IDEAL EMOTIONS


On the slide are questions for participants to consider while watching this expert video on culture and emotions.

SLIDE 43: VIDEO: IDEAL EMOTIONS

This video called *Ideal Emotions* features Dr. Jeanne Tsai from the Center on Culture and Emotions at Stanford University. It is an excerpt from *Real to Reel: Exploring Culture and Emotions*.

Reference

National Center on Quality Teaching and Learning and Register Productions. *Real to Reel: Exploring Culture and Emotions*. <http://www-psych.stanford.edu/~tsailab/mediacoverage.htm>

A black rectangular video thumbnail with a white play button icon in the center. In the top right corner, the text "NCQTL" is visible. Below the play button, the text reads: "VIDEO: Ideal Emotions (Real to Reel: Exploring Culture and Emotions excerpt)".

VIDEO: Ideal Emotions
(Real to Reel: Exploring Culture and Emotions excerpt)

SLIDE 44: VIDEO DEBRIEF

(This slide is animated so you can discuss possible answers one by one.)

If teachers understand that children may be learning different cultural expectations related to emotions, they will better know how to guide children. For instance, a child sitting quietly may not seem interested in an activity but may actually be motivated, just taught to remain calm.

Impact on Self-Conscious Emotions

Situations that cause self-conscious emotions in children may vary across cultures.

Example: Among Zuni Indians, standing out from others is discouraged. As a result, Zuni children who achieve an individual success, such as outdoing peers on a task, may feel embarrassment or shame.

SLIDE 45 IMPACT ON SELF-CONSCIOUS EMOTIONS

It is important for teachers to recognize and respect the values and beliefs of a child's family. Parents' comments about a child's behavior may affect children differently depending on their culture.

The situations likely to cause self-conscious emotions in a child vary somewhat across cultures. Similar to traditional Zuni Indians in the example on the slide, the Japanese tend to avoid giving praise because they believe that it encourages a focus on the self rather than on the needs of the larger social group. Thus, Japanese children are less likely than children in the U.S. to feel pride when experiencing personal success. In addition, children in many Asian or Southeast Asian cultures that stress the welfare of the group rather than the individual may experience shame or guilt if they don't meet family or social expectations. In such cultures, parents may speak directly with comments like: "You made your mother lose face" or "I've never seen any 3-year-old who behaves like you." These kinds of negative statements appear to have a more positive effect in these Asian cultures than they do in Western cultures.

Background

You may need to remind participants that self-conscious emotions are: Embarrassment, guilt, pride, shame.

Reference

Fung, H., & Chen, E. Ch-H. (2001). Across time and beyond skin: Self and transgression in the everyday socialization of shame among Taiwanese preschool children, *Social development*, 10, 420–437. http://c.ianthro.tw/sites/c.ianthro.tw/files/da/df/409/409596_0001.pdf



Talking with Families

- What questions would be helpful to ask families about what they teach their children about emotions?
- What words can you use to indicate respect and equal partnership with families?
- How can you share about practices you are using to teach emotional literacy and why?

SLIDE 46: TALKING WITH FAMILIES

Ask participants to form small groups and think about these questions. You may want to ask them to role play with a partner a conversation with a family on this topic.

Possible questions to ask families are: How do you want your child to feel? How does your child handle negative emotions? What do you do when your child is experiencing negative emotions? What kind of emotions do you see your child feeling? How do you teach your child about emotions?

Bringing It All Together

SLIDE 47: BRINGING IT ALL TOGETHER

This section includes a session summary and optional assignments for participants to do independently.



Teachers encourage emotional literacy when they:

- Teach emotional vocabulary, including words that describe positive feelings.
- Help children identify their feelings and those of others.
- Talk with parents about values and practices related to emotions.

SLIDE 48: SESSION SUMMARY

This slide lists the fundamental points of this module.



Teaching Emotion Words

- Spend a couple hours **observing children** in your class and the emotions they express.
- Based on your observation, **make a plan to teach two feeling words** to a small group of children.
- Think about child-friendly definitions, ways to show children how to identify the emotions, and opportunities for children to share about times when they felt them.

SLIDE 49: VIDEO ASSIGNMENT: TEACHING EMOTION WORDS

Materials: *Teaching Emotion Words* assignment

After observing children in your class, pick two emotion words (other than *happy, mad, sad*). Take a few moments to think about how you could present the words to children. Think about how you could describe the meaning of the words to children, help them notice what the emotions look like and feel like, and describe times when they felt those emotions.



Using Books to Teach Emotional Literacy

1. **Make a plan to use a children's story book** to teach children about emotions.
2. **Arrange to film** your lesson with children.
3. **Read the book** and do the planned activities.
4. **Review your recording and reflect** on your use of practices and children's responses.

SLIDE 50: VIDEO ASSIGNMENT: USING BOOKS TO TEACH EMOTIONAL LITERACY

Materials: *Using Books to Teach Emotional Literacy* assignment

This is an optional video assignment similar to opportunities for participants to film themselves and observe their practice in EarlyEdU courses. For this assignment, participants can use the book plan they made in this module (Slide 40). Participants should follow the guidelines for filming in their programs. They can share to a web platform, show the group at a later time, turn it in to the instructor, or use it to reflect on their own practices.

A rubric at the bottom of the assignment helps to evaluate participants' success with the project. In EarlyEdU courses, similar rubrics are available to measure student success and progress.



SLIDE 51:

This concludes this EarlyEdU Alliance module on teaching emotional literacy. See the EarlyEdU Alliance's website at <http://www.earlyedualliance.org/> for more information about higher education courses on early childhood teaching practices.