

BHC ACTIVITY PLAN

NAME OF ACTIVITY Emotional Regulation	TEACHER Ms. Peyton	AGE GROUP/GRADE 3-5 years
NUMBER OF CHILDREN IN THE GROUP Whole group/class	SUBJECT/CONTENT AREA Positive Emotional Responses	DATE OF ACTIVITY 3/5/2018
BRIEF DESCRIPTION This activity focuses on positive emotional interactions and responses with peers in the classroom. To show and teach students different responses to give or make in certain instances.		SPACE & MATERIALS NEEDED Space: <ul style="list-style-type: none"> Large center area on rug Materials: <p style="text-align: center;">(pick one book)</p> <ul style="list-style-type: none"> Excerpts out of Feelings by Aiki My many-colored days by Dr. Seuss Lots of feelings by Shelley Rother <p style="text-align: center;">(needed for poster)</p> <ul style="list-style-type: none"> Poster board with Velcro strips. Positive vs. Negative Emotional Response sides- with 6 Velcro att. on each side. Pictures of different emotional responses w/ opp. Velcro attachment on back.
OBJECTIVES The children will explain positive ways to express themselves in the classroom environment. The children will be able to identify when others are sad or upset. The children will describe the difference in positive and negative emotional responses.		GUIDANCE If a child so chooses not to participate in the activity, I will let them play with and look amongst the emotional response cards whilst we read the book/excerpts. I will then do my best to get them to interact with others during the game/poster.
HOW IS THIS ACTIVITY DEVELOPMENTALLY APPROPRIATE? This activity is appropriate because the children's book chosen is developmentally appropriate, as well as the poster with pictures and Velcro was designed to keep the activity entertaining and interesting/interactive for the children at this age level.		HOW IS THE ACTIVITY ADAPTABLE FOR SPECIAL NEEDS? If a child with a physical restraint, or special need, is present than the teacher or assistant can assist the child with any motion needed/any physical movement needed to place things onto the poster.

PROCEDURE:

- 1) Sit at center time with the children in a circle/group around the rug. Begin by talking about emotional responses and explaining what emotion is. (emotion: any of the feelings...joy, love, hate, fear...etc.) You can go into detail about what emotions happen in the classroom environment and how they affect others around you.
- 2) Read a story about emotional responses, or selected excerpts from Feelings by Alik. Ask questions during the story, and keep children engaged in the feeling/emotion being shown or used and taught.
- 3) Go over different positive and negative emotional responses expressed throughout the classroom environment with peers and others throughout the school day. Specifically, you can flip through the 12 Emotional Responses (for cards) attached.
- 4) Show the children and let them play 'hands on' with the different pictures and emotional response cards printed out and laminated. One by one, or even two by two let the children come to the front of the class and show/explain their card to peers gathered around. Let them then Velcro the pictures to the positive or negative side of the poster.
- 5) At the end, be sure to give the children gratification for a good job done and try to explain to them where and how they went wrong, if any at all. Express to them and show them how some emotional responses aren't appropriate in certain circumstances. As well as Vice Versa, show them as well how giving a high five or hug is exciting or positive by modeling and in interaction throughout.

EVALUATION:

- Observe the children placing the pictures/emotional responses on the positive or negative side of the poster.
Children did very well and placing the Velcro pictures to the correct side of the board. They inched forward on their knees in excitement as we discussed the different emotional responses, and then occasionally shared stories of how this was wrong/bad, or a good action.
- Oral: Ask the children, Give me an example of a positive emotional response? Give me an example of a negative emotional response?
Before handing out the pictured Velcro cards, the children and I discussed both positive and negative emotional responses. This went well, with reminder to take turns, as children spewed out different stories of reactions/actions (emotional responses) and how in turn it made them feel or how others felt at the time.
- Oral: Ask the children, how can our emotional responses affect the others around us?
Specifically, one little boy kept sharing a story about how when his friend when getting upset would hit him and this didn't feel nice. He shared how he would then cry because his friend hurt him. He wished his friend would just talk to him sometimes, instead of getting mad at him.

Teacher:

- What was your overall impressions of my activity?
Teacher really enjoyed the engagement the children had in not only the reading/book, but specifically with the hands-on activity. Ms. A commented on how she noticed the children's understanding through the stories they told, and action of placing the card onto the poster.
- What recommendations do you have for me, regarding this activity?

Ms. A didn't have any recommendations for me. She stated the activity was very well planned out and organized for the children.

Upon arriving into the classroom, the children were finishing up playing in centers amongst their peers. Ms. A quickly noticed me walking in, and promptly asked "You're doing your activity/presentation today, correct?" After a few minutes of discussing with her and explaining to Ms. A the activity I planned to do with the children, I walked over to the large rug and began to set up my poster board, and get my book and Velcro cards ready. It didn't take long before the children began to ask what I was doing or setting up. Ms. A lets the children know, "It's time to clean up guys, we have a guest here today to do our circle time with us." The children quickly with smiles on their faces finished cleaning their center up. Within minutes, I had a group of 10-15 children, sitting in a huddle on the big rug in front of me.

I started off, although the children have seen me and interacted with me many a time, by introducing myself. I then explained to them that we were going to be doing an activity over our feelings. I ask, "who here can explain to me or tell me what a feeling is?" The children begin to shout out, "Mad", "Sad", "Happy", just as a few. Together, the children and I discuss different general feelings/emotions, and we make faces to go along. I also, let the children begin to play and see or familiarize themselves with the cards that we're going to be playing with shortly after we read our book.

I ask the children to quietly listen as we read Temper Tantrum Tiger. We read the story together, with only a few minor disruptions as the children get excited and want to shout out different stories or emotions represented throughout. Once we're done, I give the kids a few minutes to discuss and chatter amongst one another, and with myself. Here, I observe different stories of feelings and emotions, along with the emotional responses. Specifically, I hear many stories of tantrums and "how we shouldn't do that anymore cause we're big kids." After settling

back down, and with the quick instruction of “One at a time, whoever is sitting on their bottom waiting patiently, will get chosen to come and get a card to show our friends and place on the poster board.” We dove into discussing the GREEN side, being a positive emotional response, such as high fiving or playing nicely with others/peers. Opposingly, we then explained the RED side, being a negative emotional response, such as hitting or kicking/hurting our friends.

One by one, the children who were called upon, stood up and showed the class their card they’d been given. Sometimes with the help of a peer, and often completely on their own, they’d approach the poster board and slowly/delicately push the card against the Velcro strip on a certain side to decipher if the response was appropriate or not. The children surprisingly did very well with this. Many enjoyed chatting amongst their peers to decide, and specifically enjoyed being hands-on and in charge of placing the card onto the poster board themselves. The activity took approximately 20-25 minutes, and ran smoothly with the children staying on the carpet and mostly staying engaged. Once completed, it was time to line up for outside time so I cleaned up and picked up as the children followed Ms. A’s further instruction.

When asked about the activity and her overall impressions, as well as recommendations, Ms. A simply said the activity was very well planned and structured. She did state her favorite part, or the best part that grabbed her attention and she enjoyed the most, would be that I brought something for the children to do hands-on and interact with. This not only helped there understanding, but helped there development as they were able to socialize and internalize with myself and peers.