



The TOOLBOX

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS

CLUES TO RECOGNIZE HOW I'M FEELING

TOOL: Prevention | Intervention

TARGET AUDIENCE: Elementary school children (beginning in cycle two)

TOOL INTENDED FOR: Elementary school children (beginning in cycle two)

DESIGN

Line Massé
Jeanne Lagacé-Leblanc
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CLUES TO RECOGNIZE HOW I'M FEELING

TOOL: Prevention | Intervention

TOOL INTENDED FOR: Elementary school children (beginning in cycle two)

TARGET AUDIENCE:

- Elementary school children (beginning in cycle two) who have difficulty managing their emotions, particularly children who are stressed, impulsive, inattentive, hyperactive, oppositional, aggressive, anxious, depressed or those with autism spectrum disorder.

NEEDS AND BEHAVIOURAL MANIFESTATIONS

- Difficulty recognizing their emotions or those of others.

SPECIFIC GOALS

- To empower the children to decode the main emotions from non-verbal cues in order to interact appropriately with others.

DESIGN

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TOOL CONTENT

CLUES TO RECOGNIZE HOW I'M FEELING



1) Choose an emotion from among the following and underline it: joy, interest, anger, surprise, sadness, disgust, fear and shame.

2) To help people around you recognize how you're feeling, complete the following sentences.

When I feel (write emotion):

You can see the following clues on **my face**:

You can see the following clues in **my body**:

My voice becomes:

People may notice that I'm doing the following **behaviours**:



Based on:

Blaustein, M. E. & Kinniburgh, K. M. (2010). *Treating traumatic stress in children and adolescents, How to foster resilience through attachment, self-regulation, and competency*. Guilford. (p. 314-315).