



The TOOLBOX

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



SITUATIONS THAT MAKE ME FEEL GOOD OR BAD

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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SITUATIONS THAT MAKE ME FEEL GOOD OR BAD

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 become aware of their emotional states and the incidents or contexts that contributed to them.

DESIGN

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TOOL CONTENT

SITUATIONS THAT MAKE ME FEEL GOOD OR BAD



Complete the following sentences about emotions you felt during the week.

- 1. This week, I felt **joyful** when....

- 2. This week, I felt **sad** when....

- 3. This week, I felt **angry** when....

- 4. This week, I felt **worried** when....

- 5. This week, I felt **frustrated** when....

- 6. This week, I felt **surprised** when....

- 7. This week, I felt **ashamed** when....

- 8. This week, I felt **disgusted** when....

- 9. This week, I felt **interested** when....

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).