



The TOOLBOX

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



MY EMOTIONS THERMOMETER

TOOL: Prevention | Intervention

TARGET AUDIENCE: Preschool | Elementary school

TOOL INTENDED FOR: Professionals | Parents | Children

DESIGN

Line Massé
Claudia Verret
Jeanne Lagacé-Leblanc



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TOOL: Prevention | Intervention

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– Details: Teachers, psychoeducators, special education technicians, psychologists, educational consultants, parents.

TARGET AUDIENCE:

– Preschool and elementary school children 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 managing emotional states that can lead to emotional escalation.
– Difficulty regaining a state of calm and well-being after experiencing an intense emotion.

SPECIFIC GOALS

– To help the children find practical ways to manage their emotions in order to avoid escalation (emotional outburst) or regain a state of calm and well-being after experiencing an intense emotional state.

DESIGN

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MY EMOTIONS THERMOMETER



When children experience negative emotions, it's sometimes difficult to recognize the signs that lead to a tantrum or loss of control or to choose a way to help them calm down and regain a state of well-being. When the children are calm, help them use the thermometer for one of the emotions they have difficulty managing.

- 1) Help the children determine an emotion that they are having difficulty managing (e.g. anger, frustration, anxiety or sadness). Ask them to write the name of this emotion in the thermometer title.
- 2) Explain the thermometer colours to the children: green = comfort zone where they feel good; yellow = a zone where they have slight discomfort, but are still in control of their emotions; orange = a critical zone where there is a risk of loss of control if no ways to calm down are used; red = zone where there is a loss of control or a tantrum.
- 3) Brainstorm with the children to find five words that could represent the intensity levels for this emotion (for example, for anger: 1 = calm, 2 = irritated; 3 = annoyed; 4 = frustrated; 5 = furious). Invite them to write these words in the "I feel" column regarding the level of intensity.
- 4) For each level of intensity for the chosen emotion, discuss with the children the signals that can be observed in them (their face, body, movements, etc.). If the children have difficulty identifying the signals, invite them to remember a situation where they recently experienced this emotion. Write down these signals in the "My signals" column depending on the intensity of the emotion or ask the children to do so.
- 5) Together, find ways that could help the children regain a state of calm and well-being depending on the intensity of the emotion (yellow, orange or red zone). Write down these moments in the correct place in the "My ways to calm down" column.
- 6) Display this thermometer in a place where the children can clearly see it.
- 7) When the children experience this emotion, invite them to consult their thermometer in order to assess the intensity of their emotion and choose one of the ways to regain their calm or a state of well-being.

Retrieved and adapted from:

Verret, C. & Massé, L. (2017). *Gérer ses émotions et s'affirmer positivement*. Chenelière Éducation.



MY THERMOMETER FOR _____

MY SIGNALS

I FEEL

MY WAYS TO CALM DOWN

	5	
	4	
	3	
	2	
	1	