

Quick Tips



Emotional Literacy for Infants and Toddlers

Expanding Children's Awareness

- Make sure you are verbally acknowledging and labeling emotions expressed by children. (i.e. "I see you are sad; are you hungry?")
- As the teacher you can assist infants and toddlers with regulating their emotions. (i.e. taking deep breaths)
- Talk about the fact that their feelings can change through out the day. Talk about how you can be sad when you get to school but you might be happy later after all their friends are at school.
- Use questions about feelings to see if/how a child responds. (i.e. How do you feel when mommy or daddy leave?)

Emotional Literacy Activities

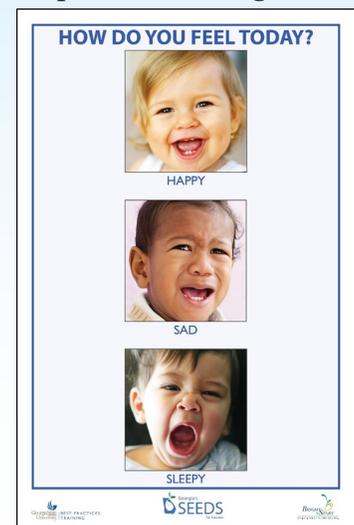
- You can teach the children the names of different feelings using puppets. (i.e. happy, sad, mad, sleepy)
- You can also use a feelings wheel or a feelings cube to talk about the different types of emotions.
- Remember to stay close to the children so when they have different feelings or conflict, you can help label their emotions.
- One opportunity you might provide to toddlers is a feelings check in. This can be used intentionally throughout the day to check in with toddlers about how they are feeling. Remember it is important to begin with a few emotions and increase emotional vocabulary based on children's development.



Our VISION is for all young children in Georgia to have strong social-emotional foundations for lifelong learning and enhanced academic success that are strengthened through a network of professionals, families, and community members.

Key terms in this issue:

- **Emotional Literacy:** the ability to identify, understand and express emotions in a healthy way and learning to act upon feelings in appropriate ways.
- **Social Emotional Skills:** children need to have the ability to develop relationships with peers and adults. They also need to be able to communicate emotions, be attentive, and be able to solve social problems.
- **Self-Awareness:** other people have different thoughts and feelings.
- **Empathy:** ability to understand how another person is feeling.



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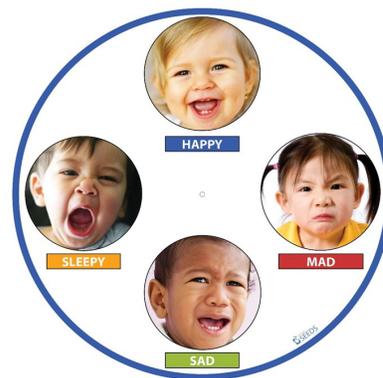
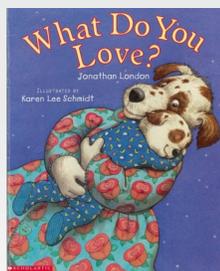
Zooming in for a closer look...

Teach It

- We can teach emotional literacy throughout the day. You can talk with the children about their emotions during feedings, diaper changes, play, and group time.
- Make sure you plan to individualize your lessons so that you can work with children that need more help with specific skills. (i.e. need to calm down, taking deep breaths)

Emotional Literacy

- Use emotion posters and plan specific activities/opportunities for children to increase their emotional vocabulary as well as to start to discriminate what different facial expressions/emotions might look like.
- You should also label emotions as you interact with children during the day – “you’re happy” or “you’re frustrated” – as children experience various affective states.
- Use songs and games to help children increase their feeling vocabularies. (i.e. If Your Happy and You Know It)
- Reading with children is one of the most powerful tools for expanding a child’s awareness of his own feelings and the feelings that others might have.



**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START

Emotional Literacy Self-Assessment

Use this brief self-assessment as you create and reflect on your use of Emotional Literacy

| Components | YES | NO | What do I need to | Who can support me? |
|--|-----|----|-------------------|---------------------|
| Use photographs, pictures, and posters that portray in various emotional states. | | | | |
| Introduce children to more complicated and varied feelings words (e.g., terms such as: calm, curious, quiet, frustrated) | | | | |
| Ask children questions about their feelings and talk about the fact that feelings can change | | | | |
| Observe aloud how children’s actions influence others in the room | | | | |
| Choose books, music, and finger plays with a rich vocabulary of feeling words. | | | | |
| Labels own emotional states and provides an action statement (I am feeling frustrated so I better take some deep breaths.) | | | | |