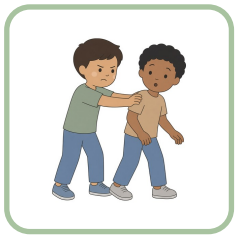
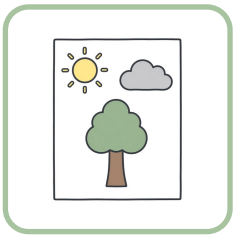
Name: _____

Circle a way to share a feeling.

Look at the pictures. Circle a way to share.

1

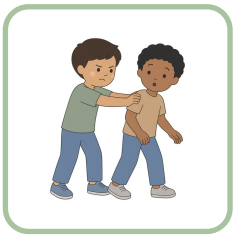






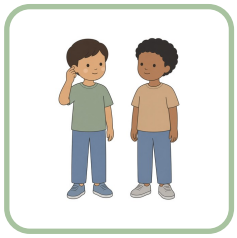
2

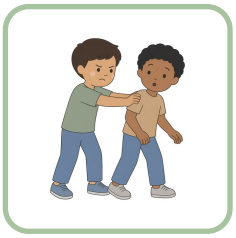






3







Trace the word.

Trace the word share.



share

share

share

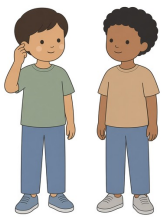
Name: _____

My ways to share: cut and glue.

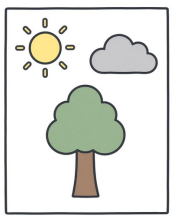
Cut out the pictures. Glue them in the box.

Glue here.

✂ Cut on the dashed lines.









Who can I tell?

Draw people you can tell.





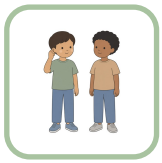


my way

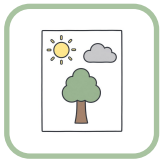
Name: _____

Match the picture to the word.

Draw a line to the matching word.











- words
- private
- draw
- talker
- who to tell

Fill in the word.

Pick a word from the box. Write it in the space.

OK · draw · private · tell



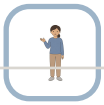
1. All feelings are _____.



2. Sam can _____ a feeling.



3. Some feelings can stay _____.



4. Sam can pick who to _____.

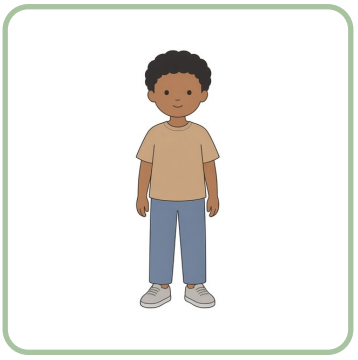
Name: _____

First, next, last.

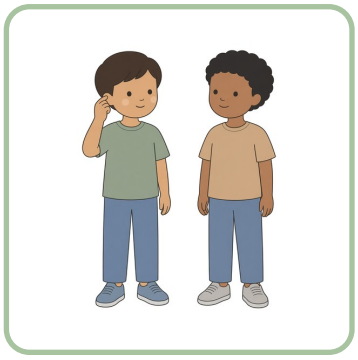
Put the pictures in order. Write 1, 2, 3.



Lee hums at the table



Lee stops humming



Sam says, the humming is too much

☐ ☐ ☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. All feelings are OK.

2. People can always guess my feelings.

3. I can keep a feeling private.

4. Angry means I can push.

Name: _____

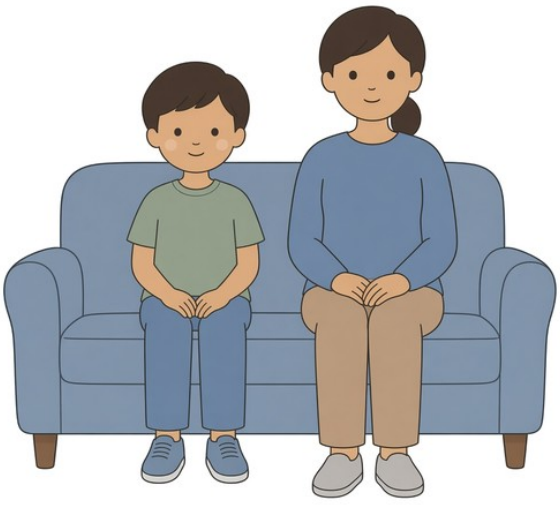
My feelings toolkit.

Draw or write how you like to share feelings.

1	2	3

Who and when.

Write or draw who you tell and when.



- ☐ at home
- ☐ at school
- ☐ after a hard day
- ☐ when I am happy
- ☐ when I want quiet
- ☐ when I want to talk
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “A sound is too much for me.”

2. “I had a hard day and do not want to talk.”

3. “I feel proud of my work.”

Today.

Today I felt _____. I shared it by _____.

Expressing Emotions · Answers

For grown-ups

Name: _____

Answers

E1: row 1: day-drawing; row 2: sam talker; row 3: sam-tells-lee
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam-tells-lee = words; sam talker = talker; day-drawing = draw; sam-private = private; grownup talk = who to tell
D2: 1. OK; 2. draw; 3. private; 4. tell
D3: 1. Lee hums at the table; 2. Sam says, the humming is too much; 3. Lee stops humming
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Accept every mode of emotional expression, including flat affect, stimming, drawing and AAC.
- Do not require children to explain or name feelings on demand. Offer, then respect "not now".
- Teach that faces do not always show feelings, so telling is useful, not mandatory.
- Separate feelings (always OK) from actions (hurting is not OK) clearly and calmly.
- Practice telling others what bothers us (sounds, closeness) as an option for mutual understanding.
- Give after-school decompression time before asking about the day.