



Feelings

Aims and outcomes of the feelings unit

- Awareness and expression of own feelings
- Recognition of others' feelings
- Ability to speak about feelings and reasons for them
- Develop empathy for others
- Regulate feelings, e.g., soothe and calm oneself when agitated, learning impulse control

What emotional competence means

Developing emotional competence is an important developmental task for preschool-aged children and a prerequisite for other developmental areas. A high level of emotional competence facilitates children's ability to establish relationships and contact with others and can prevent behavioural problems.

Dear parents,

In the first part of the ReSi children's programme, we will be focused on the topic of feelings. The children will be supported in learning to recognise, differentiate, and express different feelings, act with empathy, and generally handle emotions well. Through various exercises the children will become familiar with the basic emotions: joy, anger, disgust, surprise, sadness, and fear. Devices like emotion cards will be used, for example. Discussions will be based on the children's own experiences with and insight into these feelings.

Feelings are an important part of our lives and influence our behaviour and relationships. Precisely unpleasant feelings can be a sign that something in a situation is not right. Therefore, children must be supported in developing their ability to recognise their feelings clearly and to trust them. Unpleasant or unusual feelings indicate that something is not right and are a sign to get help and discuss the situation that led to the feelings with someone. Alongside the material on unpleasant feelings, the ReSi programme addresses and strengthens recognition of pleasant feelings including joy, pride, security, and feeling safe.

Example of a ReSi children's programme exercise

Games with an emotion die

Guess the feeling: A child rolls the emotion die and pantomimes the feeling show on the die. The other children guess what feeling is being presented.

Sharing experiences with emotions: A child rolls the emotion die and tells about an experience when they felt the feeling show on the die. For example, "anger" is rolled and a child can tell about a time they were angry or when they experienced another person being angry.

Contact

ReSi+ Team
infos@resiplus.de



Project Leadership

Prof. Simone Pfeffer
simone.pfeffer@th-nuernberg.de

Prof. Christina Storck
christina.storck@th-nuernberg.de

More information:

www.resiplus.de

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GEFÖRDERT VOM



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Feeling faces on the ReSi emotion die:



Tips for parents

In the following you will find a few suggestions for how you can support your child to develop emotional skills at home.

Take note of...

... how your child expresses feelings. Observe when and how your child displays emotions. Speak with your child about the feelings and take them seriously. Refrain from playing their feelings down ("Don't be like that" or "Don't make a fuss"). It is important for your child's development that feelings like fear, anger, and sadness can be openly shown.

Something to try

Recognising feelings: Draw your child's attention to people who are clearly experiencing or expressing a feeling, e.g., joy or anger, and ask your child: "How do you think that person is feeling?" You can also use pictures from books, newspapers, or magazines for this exercise. You can look together with your child for pictures of people who are showing specific feelings clearly.

Collecting feelings-words: Together with your child, think of words for different feelings and talk about how feelings can be described and what situations can lead to those feelings.

Facial expressions in the mirror: Encourage your child to try making different faces to express feelings together with you in front of a mirror. How does my face look when I am angry, sad, happy, etc.? How can we recognise feelings in others' faces?