



EXTENSION EXTRAS SOCIAL EMOTIONAL HEALTH ENRICHMENT KIT



Welcome to the Extension Extras Social Emotional Health Enrichment Kits!

Michigan State University Extension is excited to partner with your agency or group to create social-emotional learning kits for the families you serve.

The Extension Extras Social Emotional Health Enrichment Kit is focused on supporting the development of children's critical social and emotional skills such as emotional literacy, self-concept and self-control. MSU Extension has provided the following items as a digital resource for you to download and print.

- An introduction letter to families about the kit and the activities.
- Five social and emotional health focused children's activities.
- Supplemental materials that are needed for some kit activities.
- A supply list for all of the activities for your convenience as you assemble the kits.
- An evaluation link so families can share their experiences using the kits as well as their county of residence and zip code.

Your group or agency can print the handouts and materials from the provided digital packet and assemble the kits utilizing the supply list as a guide.





Social–Emotional Learning

Social-emotional learning is critical to a child’s development. Skills such as naming feelings, coping with emotions, using self-control, and solving problems are all skills important to school and life success! The activities in this kit will each target a specific area of social and emotional development, providing information and practice in a fun and interactive way.

Literacy Development

Literacy development is a component of every learning experience with children. The Extension Extra activities have embedded literacy components. When parents have conversations with their child about the activities, read the books together, and extend the concepts beyond the activities to other parts of your day, they are providing children rich literacy experiences. Children will learn new vocabulary, concepts, have engaging and thoughtful conversations, and interact with various books and printed activities through completing the activities in this kit.

Evaluations

Evaluations are a critical component of our work at MSU Extension as we seek to determine whether our programs and resources are meeting the needs of families. We ask that each family who receives a kit please fill out an evaluation. The evaluation can be found at <https://bit.ly/2OK7R4u> or by scanning this QR code with a smart phone. The evaluation link is included in the welcome letter to parents.

Please contact Carrie Shrier (shrier@msu.edu) or Courtney Aldrich (aldric82@msu.edu) with any questions.



This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture. The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.



EXTENSION EXTRAS SOCIAL EMOTIONAL HEALTH ENRICHMENT KIT SUPPLY LIST



The **Extension Extras Social and Emotional Health Enrichment Kits** include five activities to support the social and emotional development of young children. Below are the instructions on how to assemble the kits, as well as the supply list and suggested children's books.

Instructions:

- 1) Select a container to hold your kit (box, plastic container, bag, etc.)
- 2) Purchase items on the supply list.
- 3) Print out the welcome letter, five social and emotional health activities, and supplemental resources.
- 4) Assemble the kits.
- 5) Distribute to families.



Supply List

- Clear plastic bottle for calming jar (10 to 12 ounces)
- Glitter glue (6 ounces)
- Clear tacky glue (8 ounces)
- Ultra-fine glitter (optional)
- Tablecloth
- 9" Paper plate (2)
- Jumbo craft stick (2)
- Masking tape
- Blunt safety scissors
- Glue stick
- Pipe cleaners/chenille stems (optional)
- Crayons
- Small Notepad
- Printed copies of welcome letter, activities and supplemental materials.



Suggested Children's Books

- **The Rabbit Listened** by Core Doerrfeld
- **The Color Monster** by Anna Llenas
- **Grumpy Monkey** by Suzanne Lang & Max Lang
- **The Feelings Book** by Todd A Parr
- **Head to Toe** by Eric Carle

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture. The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.



EXTENSION EXTRAS ENRICHMENTS

Hands-on activities to help your children learn and grow



Welcome to the Extension Extras Social Emotional Health Enrichment Kit!

Michigan State University Extension is excited to provide you with opportunities for social-emotional and literacy learning at home! In this kit, you will find five social and emotional skill building activities.

Each Extension Extras Enrichment activity explains the social and emotional skill your child will be focusing on, provides a list of the necessary supplies to complete the activity, as well as step by step directions.

For more ideas and resources including up coming classes, educational videos and more, follow us on Facebook at Mi Stronger Family or on the web at www.msue.msu.edu.





Social–Emotional Learning

Social-emotional learning is critical to a child’s development. Skills such as naming feelings, coping with emotions, using self-control, and solving problems are all skills important to school and life success! The activities in this kit will each target a specific area of social and emotional development, providing information and practice in a fun and interactive way.

Literacy Development

Literacy development is a component of every learning experience with children. When you have conversations with your child about the activities, read the books together, and extend the concepts beyond the activities to other parts of your day, you are providing your child a rich literacy experience. Your child will learn new vocabulary, concepts, have engaging and thoughtful conversations, and interact with various books and printed activities through completing the activities in this kit.

Evaluations



Evaluations are a critical component of our work at MSU Extension as we seek to determine whether our programs and resources are meeting the needs of families. We ask that each family please fill out one evaluation. The evaluation can be found at <https://bit.ly/2OK7R4u> or by scanning this QR code with your smart phone.

Please contact Carrie Shrier (shrier@msu.edu) or Courtney Aldrich (aldric82@msu.edu) with any questions.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture. The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.



EXTENSION EXTRAS ENRICHMENTS

Hands-on activities to help your children learn and grow



Calming Jar

Young children have a hard time explaining how they are feeling and learning how to express those feelings. Many times young children have a hard time calming down when they are upset or after they have had an exciting day.

This can be very frustrating for parents, but these situations are a chance for young children to learn to identify and express their emotions.

A calming jar can help children learn how to control their emotions. When your child gets upset or overly excited, they shake the jar and then watch the glitter settle, giving them time to calm down.





Calming Jar Supplies:

- **Clear container**
- **Water**
- **Glitter glue**
- **Glue**
- **Optional: strong glue to hold top shut.**

Directions:

- 1:** Fill the clear container mostly full with warm water.
- 2:** Add as much glitter glue and glue as you want. You can also add food coloring to change colors if you would like or more glitter. Fill the container up to the top with water.
- 3:** Place the lid tightly back on the container and shake it up until the glue dissolves into the water.
- 4:** Use the strong holding glue to glue the top onto the container.
- 5:** Shake up the jar and enjoy!
Note: Wait a few hours for the holding glue to dry before leaving the child unattended with the jar.

How to use:

When your child gets upset, they can shake up the container and then set the container down and watch while the glitter settles down to the bottom, giving them time to calm down.

Do this as many times as a child feels they need to in order to help them calm down.

A calming jar can help children learn how to control their emotions and self-regulate.



EXTENSION EXTRAS ENRICHMENTS

Hands-on activities to help your children learn and grow



Head to Toe

Social emotional health is a critical component of healthy development for young children. Social emotional development includes the ability to identify and label or name emotions, and finding appropriate ways to express or manage those emotions.

One technique for feeling calm is called a body scan. A body scan is like a check-in with your body to see if you're holding tension or stress in your muscles. In this head-to-toe body scan children will take time to slow down and feel their muscles from their toes to the top of their head while taking slow, deep breaths. This can reduce any feelings of stress your child is having and help them be calm. You can teach your child multiple ways to feel calm and let them decide what technique they want to try.



Directions:

1. Tell the child you're going to practice an activity together called "Head to Toe" to check-in to see how their body is feeling.
2. Encourage the child to find a comfortable space to lay down (they can sit or stand if they prefer).
3. Starting with the toes, ask the child to notice their toes. They can wiggle or squeeze them tightly and then relax them. Pause and encourage the child to take a deep breath.
4. Next, ask the child to notice their feet. They can wiggle their feet or squeeze them tightly and then relax them. Pause and encourage the child to take a deep breath.
5. Next, ask the child to notice their legs. They can wiggle them or squeeze the muscles tight and then relax them. Pause and encourage the child to take a deep breath.
6. Continue on in this way as you slowly move up the child's body having them notice and wiggle or squeeze their belly, hands, arms, shoulders and face.



How to use:

When young children experience strong emotions, it can be overwhelming. When you do this activity with a child, you are teaching them a way to identify their feelings by recognizing signals of stress in their body. Help your child learn to pay attention to how their body is feeling by teaching them to check in with a head to toe scan and to take slow deep breaths. Learning this technique can help your child reduce stress and bring on feelings of calm.

This material was adapted from the Heads In, Hearts In activity "Head to Toe" by MSU Extension, 4-Youth Development, 2020.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture.

The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.



EXTENSION EXTRAS ENRICHMENTS

Hands-on activities to help your children learn and grow



Building Encouragement

Encouraging children and communicating love to them helps them build their **self-concept** (the way they feel about themselves). Encouragement can be a powerful tool for getting children to behave and reinforcing positive behaviors. Think of encouragement as investing in the child; every time you encourage them, you build them up.

When encouraging children, focus on the process (what they are doing). Avoid using phrases like "Good job!" or "You're the best!" Instead offer specific feedback like "You are building that tower so tall!"

In this activity, you will build something with your child and encourage their efforts along the way. Practice encouraging your child to help build a strong, supportive relationship with them while developing a positive emotional connection.





Building Encouragement Supplies:

- **Craft supplies (pipe cleaners, paper and crayons) or building supplies (blocks, building bricks, etc.)**
- **Encouragement handout**

Directions:

1. Choose an activity to do with your child (creating something with pipe cleaners, drawing, building, etc.).
2. Tell the child you will be building or making something together. Work together with the child to build or make something, taking turns to add to the creation.
3. As you build, give the child specific positive encouragement. Focus on what you are doing and avoid phrases like "Good job". Use the encouragement handout for ideas on what to say.

How to use:

When you are building with your child, avoid evaluating or judging and instead, focus on the process (what they are doing).

Try saying things like "I noticed you chose the green crayon and you're making big circles." Or "Wow! You figured out how to make that so tall."

When you are both done with the creation, talk about the hard work involved and encourage the child by talking about their strengths: "We worked so hard to build this together! I like working with you. You are so creative."

This material was adapted from the Heads In, Hearts In activity "Building Encouragement" by MSU Extension, 4-Youth Development, 2020.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture.

The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.



EXTENSION EXTRAS ENRICHMENTS

Hands-on activities to help your children learn and grow



Reading With Emotions

Reading books with young children is a great opportunity to practice identifying and naming emotions. Helping young children learn to identify and label different emotions is an important life skill called emotional literacy. This includes the ability to understand, identify and respond to your own emotions as well as the emotions of other people.

When you read with children, you can talk about the emotions you see from the characters in the book. You can relate them to emotions your child has experienced. Ask your child questions like, "How do you think she is feeling? Do you remember a time when you felt like that too?"





Reading with Emotions

Supplies:

- Children's picture book
- Emotion cards

Directions:

1. Tell the child you will be reading a book together. If possible, find a quiet space without distractions.
2. As you read the book, pay special attention to the emotions you see from the characters. Are they happy? Sad? Mad? Glad? Angry? Use the emotion cards to help your child look for emotions.
3. Talk about what is happening in the story and ask your child what they think the character might be feeling and why.
4. Talk about and name the emotions that you and your child see.

How to use:

When you are reading books with children, talk about the emotions the characters in the book might be feeling.

Pause before you turn the page and ask your child how they would feel if something like that happened to them. Point out the signs that show a character's emotions. Are his arms crossed, or is her face crumpled up like she will cry? Help your child think of a time when they felt that way, too.

This helps your child build emotional literacy, or the ability to identify and label emotions.

This material was adapted from the Heads In, Hearts In activity "Reading with Emotions" by MSU Extension, 4-Youth Development, 2020.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture.

The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.



EXTENSION EXTRAS ENRICHMENTS

Hands-on activities to help your children learn and grow



Feeling Masks

Children who have strong social emotional skills tend to do well in school because they are prepared to express their emotions in healthy ways, deal with conflict, form friendships and solve problems.

One way to support children's development of these skills is to teach them to identify and express different emotions. To do this, they need to understand what different emotions are, know "feeling words" such as "mad," "sad" or "excited," and be able to express them by saying things like "I feel mad because you took my book."

In this activity you will explore emotions with your child by creating a mask that represents a feeling or emotion.





Feeling Mask Supplies:

- Paper plate
- Craft stick
- Tape
- Glue stick
- Scissors
- Emotion cards
- Feeling faces handout

Directions:

1. Take a paper plate and attach a large craft stick to the back of the plate using masking tape.
2. Encourage child to choose an emotion for the mask. Use the "Emotion Cards" to help pick the emotion.
3. Allow the child to cut out eyes, eyebrows and a mouth from the "Feeling Faces" handout. Glue to the paper plate.
4. Hold up the mask and talk with the child about what the mask expresses.

How to use:

After you make a feeling mask with your child, hold up the mask and talk with them about what feeling the mask shows.

Encourage them to show what it looks like when they express that emotion. They might stomp if they're pretending to be mad or laugh if they're pretending to be happy. Ask, "What do you say when you feel that way? What does your body look like?"

When you explore emotions with your child you are helping to build their social emotional skills.

This material was adapted from the Heads In, Hearts In activity "Feeling Masks" by MSU Extension, 4-Youth Development, 2017.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture.

The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.



EXTENSION EXTRAS ENRICHMENTS



Encouragement

Encouragement can be a powerful tool for getting children to behave and reinforcing positive behaviors. Encouraging children and communicating love to them helps build their **self-concept** (the way they feel about themselves). Think of encouragement as investing in the child; every time you encourage them, you build them up.

When we encourage children, we notice specific positive things they are doing or have accomplished.





Call attention to desired behavior.

Notice when children are doing what you want them to do. It can be easy to point out when children are doing something wrong. Instead, pay attention to the behavior of which you want more of. You are “catching them being good” and commenting on it in a respectful way.

Avoid the “but.”

Separate instructions from encouragements. Saying “You helped your brother find his shoes, but you didn’t put your own shoes on like I asked” can be confusing. The child will often only hear the “but” part of the sentence, and not the encouragement. Try separating instructions from your encouragement: “You helped your brother find his shoes. Let’s see if we can find yours together.”

Focus on the process.

Nobody is perfect. Pay attention to the process, the child’s effort and their feelings about it. Try starting with the phrase “I notice...” “I noticed you worked hard to clean up your cars. You put them all on the shelf!”

Be genuine.

Make your words match your body language and voice. Smile, make eye contact, give a thumbs-up, say the child’s name, and add in some hugs and kisses whenever possible. When children feel seen and appreciated, they feel secure, loved and encouraged.

Be specific.

This helps the child know exactly the behavior you are encouraging. When the toddler comes to the dinner table with clean hands, you say, “You washed your hands! You’re ready to eat!” Avoid general praise like “Terrific!” or “Wonderful!”

Be a model for self-encouragement.

Encourage yourself out loud in front of the children for something you did. “I was having such a hard time figuring out how to fix the TV, but I kept trying and I figured it out. Go me!” Modeling self-praise will teach the child to value their own work and give them the words to describe their feelings.

This material was adapted from the Heads In, Hearts In activity “Reading with Emotions” by MSU Extension, 4-Youth Development, 2020.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture.

The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.



EXTENSION EXTRAS ENRICHMENTS

Feeling Faces: Eyebrows

MICHIGAN STATE UNIVERSITY | Extension





EXTENSION EXTRAS ENRICHMENTS

Feeling Faces: Eyes

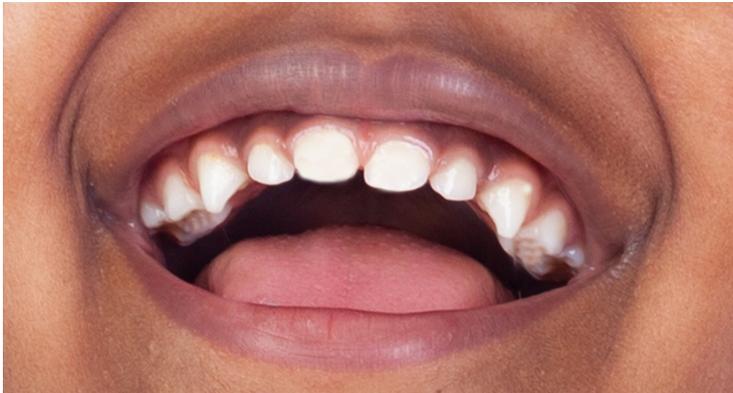
MICHIGAN STATE
UNIVERSITY

Extension



Feeling Faces: Mouth

MICHIGAN STATE UNIVERSITY | Extension



This material was originally developed for the Heads In, Hearts In activity "Feeling Faces" by MSU Extension, 4-Youth Development, 2017.

This material was funded in part by a grant from the U.S. Department of Agriculture National Institute of Food and Agriculture.

The grant was received under award number 2016-41520-255-64, a part of the children, Youth and Families at risk program.

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.

Emotion Cards

Surprised



Happy



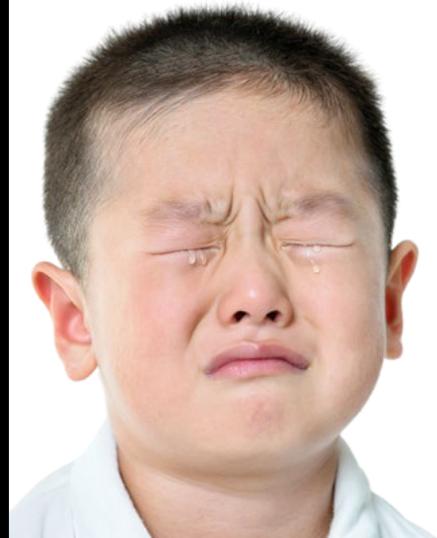
Worried



Angry



Sad



Scared





Emotion Cards



Excited



Frustrated



Bored



Tired



Shy



Loved

