

This book features what happens when someone experiences strong emotions. It shows what caused them to feel that way, what they did when they felt that way, and how they resolved their feelings with support and a few laughs.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

## REGULATE



#### Children will:

- ◆ Notice when others exhibit strong emotions
- ◆ Use words to describe feelings of self and others

#### Teachers will:

- ◆ Acknowledge and Accept Strong Emotions
- ◆ Prompt Children to Consider “Why” Someone May be Feeling a Certain Way

### TEACHING TIP

We all experience strong emotions – it’s a normal part of life. But young children are just learning how to regulate feelings like frustration, anger, or sadness, so they may not act appropriately when they experience them. They’re not misbehaving; rather, they’re expressing their feelings the only way they know how. Adults can prepare children for these feelings by talking about them *before* they happen. Then, in the moment, they can support and acknowledge children’s feelings. Afterwards, adults can help children think about what happened and discuss ways to handle those feelings when they happen again.

### 1. INTRODUCE

- ◆ “Raise your hand if you have ever felt really angry, sad, or frustrated. It can be hard to feel that way. But you know what? We can all feel that way sometimes. That’s okay! In this book, *Sometimes I’m Bombaloo*, we’ll see how a little girl goes from feeling happy to really angry and then calm and happy again.”

### 2. READ THE BOOK

- ◆ Pause occasionally to label and consider the character’s strong emotions.
- ◆ Acknowledge the reasons children provide for how and why they know a character feels or acts a certain way. Be prepared with suggestions if children have difficulty generating their own ideas.

### Acknowledge and Accept Strong Emotions & Prompt Children to Consider “Why” Someone May be Feeling a Certain Way

<p><b>Read:</b> “But sometimes I’m Bombaloo...”</p> <p><b>Label:</b> “Bombaloo means that she is feeling a really strong or ‘BIG’ feeling.”</p> <p><b>Ask:</b> “How do you think she is feeling? Why? Is that okay? What is she doing?”</p> <p><b>Acknowledge:</b> “You’re thinking! She’s really angry because her castle got knocked down. She’s so frustrated that she’s using her feet and fists instead of her words. It’s okay to feel frustrated, but not okay to use your feet and fists.”</p>	<p><b>Read:</b> “...it’s scary being Bombaloo.”</p> <p><b>Label:</b> “‘BIG’ feelings are okay, but they can feel scary.”</p> <p><b>Ask:</b> “Have you ever felt Bombaloo? What made you feel that way?”</p> <p><b>Acknowledge:</b> “Yes, it can be hard when you’re feeling so mad. You don’t act like yourself. You don’t say and do what you normally do.”</p>	<p><b>Read:</b> “We build a new castle...”</p> <p><b>Label:</b> “She’s calmed down because of laughing, hugs, and help from mom.”</p> <p><b>Ask:</b> “When you’re feeling a ‘BIG’ feeling, what helps you to calm down?”</p> <p><b>Acknowledge:</b> “Thanks for your ideas. Taking some deep breaths can calm you down. And getting a hug or giving yourself a hug can also help you feel like yourself again.”</p>
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### 3. REVIEW

- ◆ “Feeling angry is okay. But using fists and feet and throwing things isn’t. When the girl did that, it felt scary. When she laughed and got some hugs and help, she calmed down, and played with her brother again!”

### 4. KEEP IT GOING

- ◆ When a child is experiencing strong emotions, label and acknowledge their feelings (i.e., “You’re frustrated that happened.”). Comfort and provide support in the moment. Later, when they’re calmer, remind them that their feelings are okay and talk about what they might do next time they feel that way.