

## Social Emotional Learning, ELA & Positive Identity

Stories offer a rich opportunity to talk with children about feelings and about race!



- Prompt children to think about a character's identities, facial expression, body language, tone of voice, and any problem the character is facing.
- Ask children to find the feelings faces (reverse side) that match the character's—or their own faces or feelings.
- Invite children to act out a character's story, facial expression, body language, tone of voice.

### Prompts to promote self- and social-awareness, and engagement:

- What do you notice about the character's family and/or home and/or community and/or customs?
  - What is similar to you, or your family/ home/ community/ customs?
  - What is something new to you?
  - Who/ what would you like to learn more about?
  - Are you curious about other characters who are not in the story, or just in it a little bit?
- How do you think \_\_\_\_ [character] is feeling?
  - Why do you think that \_\_\_\_ is feeling that way?
  - Is there anything about the way \_\_\_\_ looks or sounds that is a clue?
- Have you ever felt the way \_\_\_\_ does now?
  - What happened?
- When did \_\_\_\_'s feelings change? What happened?
  - Can you remember a time when you felt like \_\_\_\_ [e.g. scared] but later your feelings changed [ e.g. to safe or calm]?
    - Turn to a friend and tell the story.



# How are you **feeling**?



**Frustrated**  
**Frustrado**



**Embarrassed**  
**Avergonzado**



**Sad**  
**Triste**



**Mad**  
**Enojado**

**This  
is  
how  
I  
feel  
today!**



**Nervous**  
**Nervioso**



**Happy**  
**Alegre**



**Proud**  
**Orgullosa**



**Scared**  
**Asustado**



**Loved**  
**Amado / querido**



**Lonely**  
**Solitario**