

## My Many Colored Days

By Dr. Seuss

This book uses a spectrum of vibrant colors and a menagerie of animals to depict the range of human moods and emotions found in the human life cycle. Here is a wonderful way for parents to talk with children about their feelings. Expressive paintings reveal such striking images as a bright red horse kicking its heels, a cool and quiet green fish, a sad and lonely purple dinosaur, and an angry howling black wolf. Use this book as a catalyst for identifying and discussing feelings and emotions!

Video:

<http://www.youtube.com/watch?v=Lum83DLPXlw>

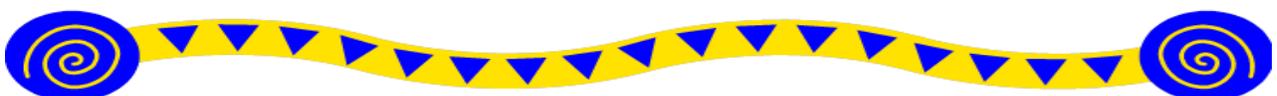


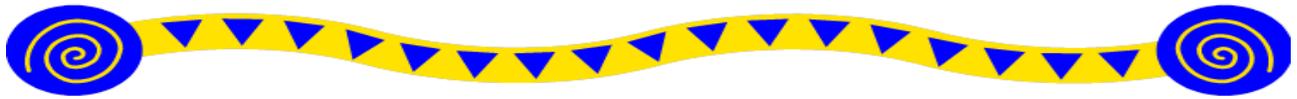
Parent Activities

### Reading the Story

#### Important talking points to cover before reading the book:

- This will help to enhance your child's knowledge of the book, increase their comprehension skills, and tie school activities to home activities.
- As you introduce the book and title, ask your child to name as many feelings as they can.
- Explain to your child that everyone has feelings and we all show our feelings in different ways. Tell your child all feelings are normal, but we must learn to monitor the way we treat others when we have bursts of emotions.
- Ask your child to identify a time when they felt happy, sad, mad, silly, etc.
- Ask your child what types of things make them feel this way.
- Explain that the story describes feelings through the use of vivid colors, animals, and words.
- Ask your child to identify what color they think of when they hear the word HAPPY. Identify colors for multiple feelings. Explain how the book shows feelings through the use of color.





**Story Time:** Start your evening routine by reinforcing what was learned in school that day. Read *My Many Colored Days* to your child. After reading the book discuss what physical reactions might go with certain emotions (crying=sad, yelling=angry). Explain that we all act differently when we experience emotions and there is no right or wrong way to respond. Do go on to explain that no matter what we feel it is never okay to hurt someone or ourselves when we are experiencing certain feelings. Give your child examples of how you respond when you are happy, sad, and mad. Discuss incidents where you didn't respond appropriately and have your child identify a better way to respond. Ask your child to give examples of what they do and how they respond when they are happy, sad, and mad. This will assist your child in identifying how they respond physiologically to life experiences. If we can assist the child in identifying things that make them "angry" (triggers= someone telling me no, someone taking a toy from me, someone hitting me, etc.), how they feel when they are "angry" (physiological responses= face is hot, heart is racing, palms are sweaty, etc.), and what they usually do when they are "angry" (their behavior= hit someone, yell out loud, cry, etc.) then we can assist them in finding better ways to manage feelings and respond in more appropriate ways. Use the template below to break this down for them, and don't forget to come up with activities that will aid in calming them down in times of anger, sadness, stress, etc.

**Activity Time:** Role playing activity- Another way to assist your child with understanding how they can control their feelings and actions is by role playing appropriate ways to manage feelings in times of stress. Give your child a scenario, and have them act out appropriate ways to handle the situation. Use the visual prompt cards below as a way to navigate the role play scenario. Role playing is an important therapy technique that will equip your child with the needed tools to be successful in future problematic situations and even in situations where appropriate social behaviors are necessary. Role playing actually increases the chance your child will use appropriate behavioral responses in the future when in a similar situation.

**Family Time:** Use your family time to play a new game....Play the Mad/Sad/Glad Game. This is a wonderful daily activity that helps not only open the lines of family communication, but it also assists with enriching your child's and family's "feeling vocabulary." This game is to be done daily with the entire family. It can be done on the way home from school, during dinner, or before bedtime. Each person in the family describes and discusses one daily event that made them mad, sad, and glad. The importance of this game is to show children that emotions are normal, that everyone has these emotions, and that there are appropriate ways to manage these emotions and or events that evoke these emotions. Be honest! If you were mad about something during the day and you did not handle it well....talk about it. Then have the kids brainstorm alternate ways to handle a similar situation in the future. This is a great learning experience for the entire family and a great communication builder!





**Listening Activity (parent/ child time):** Many children feel that parents/ adults don't understand their views, needs, and feelings...and truthfully often times we don't or we don't take the time to understand. Take a few minutes each night to do a feelings "check-in" with each child. Ask your child how their day was, and what happened. Children need a sense of normalcy. They need to know that many of the struggles they face and situations they encounter, you too have encountered and lived through. If you are trying to teach your child a lesson about appropriate social skills or conflict resolution skills, try telling them a story/ experience from your childhood. It could be a time when you handled a situation well or not so well. Discuss the incident, discuss your actions, why that was a good/ bad action, and then have your child brainstorm better ways to handle a similar situation. This is also a great time to increase your child's emotional literacy and feelings vocabulary. If something happened earlier in the day and your child expressed that they were VERY ANGRY about the event, use empathic communication to enhance their vocabulary..."It sounds like when Johnny took your toy you were really FRUSTRATED!" Use this time to explain the new word and challenge your child to use new feelings vocabulary daily. Below you will find pictures of emotions and a list of emotions/ feelings to guide you in this process.





## Emotional Literacy Worksheet

Directions: Fill in the blanks with the emotion that is being discussed. Then assist your child in identifying three things under each section. You can write it down and your child can illustrate each. Make sure to spend time on brainstorming more appropriate ways to handle the identified feeling for the “What should I do” section.



What makes me \_\_\_\_\_?

- 1)
- 2)
- 3)

How do I know when I am \_\_\_\_\_?

- 1)
- 2)
- 3)

What do I do when I am \_\_\_\_\_?

- 1)
- 2)
- 3)

What *SHOULD* I do when I am \_\_\_\_\_?

- 1)
- 2)
- 3)



# Emotions



happy



sad



angry



excited



afraid



shy



guilty



tired



jealous



loved



hopeful



bored



proud



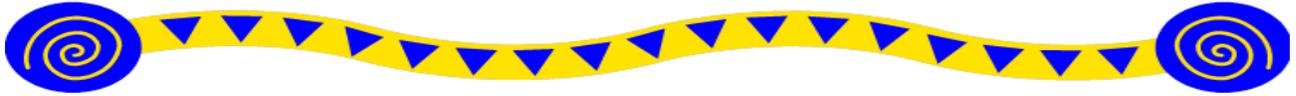
sorry



embarrassed



surprised



## List of Feeling Words

### Glad

- Happy
- Pleased
- Calm
- Comfortable
- Safe
- Cheerful
- Joyful
- Giddy
- Peaceful
- Relaxed
- Strong
- Confident
- Content

### Mad

- Ticked Off
- Irritated
- Annoyed
- Furious
- Violent
- Enraged
- Grumpy
- Grouchy
- Put-out
- Frustrated
- Upset
- Bothered
- Livid

### Sad

- \* Blue
- \* Empty
- \* Blah
- \* Depressed
- \* Left Out
- \* Unhappy
- \* Disappointed
- \* Down
- \* Hurt
- \* Heartsick
- \* Grieving

### Afraid

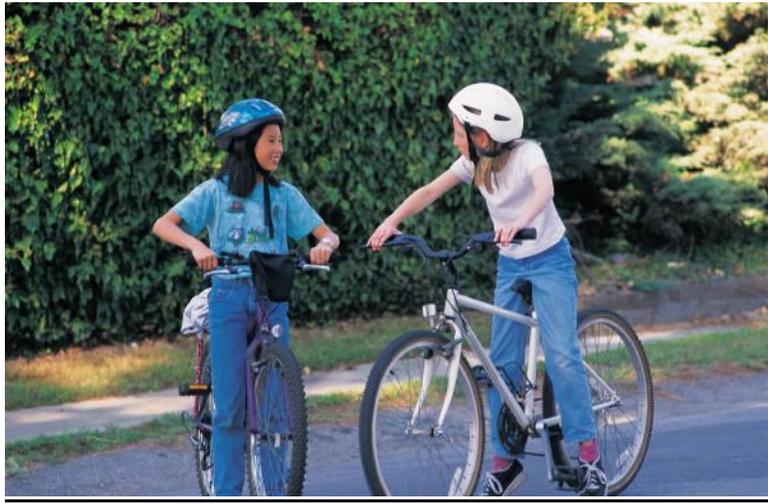
- \* Scared
- \* Frozen
- \* Frightened
- \* Petrified
- \* Nervous
- \* Tense
- \* Uncomfortable
- \* Paralyzed
- \* Shaky
- \* Anxious
- \* Fearful





**Prompt Scenario Cards for Role Play**







*This Book Curriculum was developed by Dr. Susan Elswick. Dr. Elswick is a Clinical Assistant Professor at the University Of Memphis Department Of Social Work. She received her master's in social work from the University of Tennessee in 2006, and her doctorate in Special Education with a specialty in Applied Behavior Analysis from the University of Memphis in 2011. She is a Licensed School Social Worker in Tennessee, a Licensed Clinical Social Worker, and she runs a small private practice that provides in home social work and behavior analytic programming for families in the surrounding area. Prior to joining the faculty at the University Of Memphis Department Of Social Work she was a school-based social work clinician for 10 years. One of her research interests includes the use of early intervention programming to enhance emotional literacy in order to curb child maladaptive behaviors to improve social and educational outcomes.*

