Emotion Explorer: Everyday Cards

Explore ordinary situations without guessing what anyone must feel.

KID ACTIVITY | 01

Try it together (or skip any part)

1. Choose one everyday scene: waiting for a turn, losing a game, or starting a new club.
2. Draw two possible feelings someone might have in that scene.
3. Ask: What might that person want someone to do?

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

A day can hold more than one feeling.

Emotion Explorer: Everyday Cards

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Naming an emotion is one option; learning that different people may feel differently is equally valuable.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“Two people can feel different things in the same situation.”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Make a third card showing a completely different response.

When to pause

Stop if the child looks distressed, withdrawn, overwhelmed or asks to stop. Do not push to finish. Seek qualified advice for persistent concerns.

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Feelings Can Change

Notice that a feeling can grow, fade, or change over an ordinary day.

KID ACTIVITY | 02

Try it together (or skip any part)

1. Choose three everyday times: morning, afternoon, and evening.
2. Use colors or weather symbols to imagine different feelings at each time.
3. Leave any space blank if you prefer.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Feelings are not a test.

Feelings Can Change

A short guide for the grown-up supporting this activity.

Why this activity can be useful

This supports flexible language about feelings without demanding that a child explain private experiences.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“Does your weather stay the same all day?”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Make a pretend character and draw their weather changes.

When to pause

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Pause and Return: Choice Cards

Design a pause signal and decide what a respectful response looks like.

KID ACTIVITY | 03

Try it together (or skip any part)

1. Choose one pause signal: a word, a gesture, or a picture.
2. Circle a supportive adult response: stop, listen, or offer a quiet choice.
3. Practice with a made-up activity, such as a board game.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Stopping is always allowed.

Pause and Return: Choice Cards

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Children benefit from predictable, honored choices about pausing optional activities.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“If you use this signal, I will stop and listen.”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Put the card beside a family game as a reminder.

When to pause

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Your Words, Your Way

Explore many ways to share a need: words, pictures, pointing, writing, or silence.

KID ACTIVITY | 04

Try it together (or skip any part)

1. Look at different communication options on the page.
2. Choose one that fits a pretend situation, such as needing a pencil.
3. Ask the adult how they could respond kindly.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

You are allowed to choose how to communicate.

Your Words, Your Way

A short guide for the grown-up supporting this activity.

Why this activity can be useful

A useful choice supports accessibility and avoids making speaking the only acceptable form.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“You can tell me, show me, or choose not to answer.”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Invent a hand signal for one practical request.

When to pause

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After-School Landing Pad

Create a realistic two-choice plan for arriving home from school.

KID ACTIVITY | 05

Try it together (or skip any part)

1. Draw the first thing that happens after arriving home.
2. Choose two possible next steps, such as snack or a few quiet minutes.
3. Ask the adult which choices are possible on busy days.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Plans can be flexible.

After-School Landing Pad

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Predictable small choices can make ordinary transitions easier to discuss.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“Would you like to talk now or after we settle in?”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Create a Plan B for an unexpectedly late day.

When to pause

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Kindness Detectives

Explore how to notice another person and offer help without assuming what they need.

KID ACTIVITY | 06

Try it together (or skip any part)

1. Choose a pretend situation: a classmate drops crayons or a friend seems quiet.
2. Imagine two kind options, including asking first.
3. Practice accepting “No thanks” gracefully.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Kindness asks before acting.

Kindness Detectives

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Kindness includes asking, listening, and respecting a no.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“Would you like help, or would you rather do it yourself?”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Draw a superhero whose power is listening.

When to pause

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My Question Parking Lot

Collect practical questions for a first therapy appointment without discussing difficult memories.

KID ACTIVITY | 07

Try it together (or skip any part)

1. Draw three question bubbles.
2. Choose from: Where will I sit? Can someone come with me? Can I take a break?
3. Bring only the questions you want to the clinician.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Questions are welcome.

My Question Parking Lot

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Questions and choices make an unfamiliar appointment easier to understand.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“It is okay not to know what to ask yet.”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Leave one bubble blank for a question that appears later.

When to pause

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Our Family Connection Menu

Choose small everyday ways to spend time together, without making any one option mandatory.

KID ACTIVITY | 08

Try it together (or skip any part)

1. Draw or write four low-pressure ways to connect.
2. Each person chooses one they might enjoy.
3. Try one and ask whether it worked for everyone.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Connection can look different in every family.

Our Family Connection Menu

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Shared positive time can build connection; families can choose activities that fit their routines.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“Would you like company, or some time to yourself?”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Add an option that costs no money and needs no equipment.

When to pause

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My Choice Compass

Practice choosing between two equally acceptable options in everyday situations.

KID ACTIVITY | 09

Try it together (or skip any part)

1. Pick a simple situation: art time, reading time, or snack time.
2. Draw two choices that an adult can actually offer.
3. Say, point to, or circle your favorite; a “not now” choice is allowed.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Small choices count.

My Choice Compass

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Concrete, realistic choices can support collaboration without overwhelming children.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“Both choices are okay. Which works better for you?”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Invent a third option for another day.

When to pause

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When Plans Change: Three-Step Map

Practice a simple sequence for a pretend, everyday change of plans.

Try it together (or skip any part)

1. Draw a pretend plan, such as going to the park.
2. Imagine a simple change, such as rain.
3. Make a new plan with one or two doable options.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

A new plan can still have choices.

When Plans Change: Three-Step Map

A short guide for the grown-up supporting this activity.

Why this activity can be useful

The activity encourages clear explanations and realistic next steps, not forcing calm.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“The park is closed today. We can choose a different activity.”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Create a fun alternative plan for a rainy day.

When to pause

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Tiny Brave Moments

Notice everyday efforts without ranking or pushing children to be positive.

Try it together (or skip any part)

1. Think of an ordinary skill someone is learning.
2. Draw a beginning, a try, and a next try.
3. Circle something the person chose or practiced.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

Trying is not the same as having to succeed.

Tiny Brave Moments

A short guide for the grown-up supporting this activity.

Why this activity can be useful

Genuine praise can emphasize choices and effort rather than perfect performance.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“I noticed you tried a new way. How did that feel?”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Make a card celebrating kindness rather than achievement.

When to pause

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First Visit: Comfort Choices

Choose practical comfort and communication preferences to discuss with the clinician.

KID ACTIVITY | 12

Try it together (or skip any part)

1. Circle an option you might ask about: water, a seat choice, or a break signal.
2. Write or draw one question for the clinician.
3. Ask a caregiver to help you check what is possible before the visit.

Create, draw, or write your idea

There is no right answer. You may leave this space empty.

One thought to remember

You can ask how a visit works.

First Visit: Comfort Choices

A short guide for the grown-up supporting this activity.

Why this activity can be useful

A qualified clinician can explain what is possible and appropriate in the actual setting.

How to introduce it

Invite rather than assign: "Would you like to try a short activity together?" A child may point, draw, answer briefly, or decline.

Read one step at a time. Offer simple choices and follow the child's pace. Do not request stories about frightening experiences.

One possible conversation

“We can ask the therapist what choices you will have.”

You might respond: "Thanks for telling me. You can change your mind or take a break."

Optional way to continue

Decorate a question card you can bring along.

When to pause

Stop if the child looks distressed, withdrawn, overwhelmed or asks to stop. Do not push to finish. Seek qualified advice for persistent concerns.

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