

# The Early Years

July Edition Year 2024

Understanding  
Big Emotions of  
Little People  
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Effective Strategies  
for Helping Young  
Children Manage  
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with Friends  
**Story**

## Quote of the Month

"Children have real emotions—they can't help having them—but that doesn't mean they have to rule their behaviour."

- Fred Rogers

## July, the month of Emotions

### Understanding Big Emotions of Little People



*Emotions are the feelings we experience in response to our thoughts, situations, or interactions.*

For preschoolers, emotions can range from joy and excitement to frustration, sadness, or even fear. Understanding these feelings is crucial as it helps children **communicate their needs** and navigate the world around them.

Emotional development in preschoolers sets the stage for their future social and academic success.



When children learn to **recognize and manage** their emotions, they build confidence and develop healthier relationships with peers and adults. It also lays the foundation for coping with challenges and setbacks later in life.

Understanding and supporting your preschooler's emotional development is a rewarding journey that **strengthens your bond** and prepares them for a fulfilling life ahead. By fostering emotional awareness, teaching coping skills, and providing a nurturing environment, you **empower** your child to navigate the complexities of emotions with confidence and resilience.



Understanding children's emotions requires attention to several key aspects that contribute to their emotional development and well-being.

Some of these aspects to consider in order to understand children's emotions:

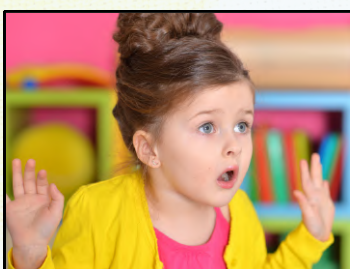
**Observation and Awareness:**

Pay attention to children's **facial expressions**, body language, and verbal cues to understand their emotional states.



**Context and Triggers:**

Be aware of some situations, activities, or interactions that may **trigger certain emotions** in children. So understanding what leads to emotional responses can help in addressing and supporting them.



**Developmental Stage:**

Emotion regulation and expression vary greatly across different ages. Younger children may have more **intense emotional reactions** and less ability to regulate them compared to older children.



**Individual Differences:**

Each child is **unique** in how they perceive and respond to emotions. Factors such as temperament, past experiences, and family environment influence how children express and manage their feelings.

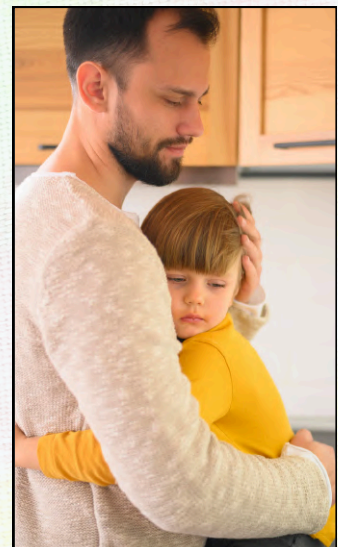
**Communication:**

Encourage open communication, create a safe and supportive environment where they **feel comfortable** sharing their feelings and experiences without fear of judgement or criticism.



**Empathy and Perspective-Taking:**

Validate their emotions and show that you understand why they might feel a certain way, even if it seems trivial to adults. **Practice empathy** by trying to understand the situation from the child's perspective.



**Nonverbal Cues:**

Sometimes, what children do not say verbally can reveal a lot about how they are feeling. So **pay attention to nonverbal cues** such as gestures, posture, and tone of voice, which can provide valuable insights into children's emotions.



**Cultural and Family Influences:**

Cultural norms and **familial attitudes** towards emotions can impact how children learn to express and manage their feelings.



**Role Modelling:**

Children learn about emotions by **observing how adults** in their lives express and manage their own emotions.



**Consistency and Predictability:**

**Routines** and structure help children anticipate what will happen next, which can reduce anxiety and support emotional stability.

**Support and Guidance:**

Guide them strategies for **cop**ing with **strong feelings**, problem-solving, and seeking help when needed.



**Professional Support:**

Seek guidance from pediatricians, educators, or **mental health professionals** if you have concerns about a child's emotional development or behaviour.



**By focusing on physical safety, emotional well-being, social interactions, cognitive stimulation and supportive relationships with caregivers, you lay the foundation for children to thrive and reach their full potential.**



## Superbuddy Creates a Colourful Rainbow with Friends

Superbuddy and its friends were playing in the garden after a rainy afternoon when they spotted a colourful bright arch in the sky.

The view was very enchanting, so much so that everyone dropped their activities and stretched their necks looking at the sky to capture the beauty of nature's wonder.



Even after the rainbow disappeared this was the hot topic of discussion amongst them.

Superbuddy came walking briskly to Ms. Emm and with great enthusiasm shared the details of the magic they witnessed in the sky.

“But Ms. Emm, I am rather disappointed that the rainbow disappeared after a while. Why couldn't it stay there in the sky forever like the Sun, Moon and Stars?” said Superbuddy in a distressed tone.

That's because this phenomenon takes place occasionally and only when it rains. If you want to have a permanent rainbow in the sky you will have to accept constant rains. Are you okay with that?”

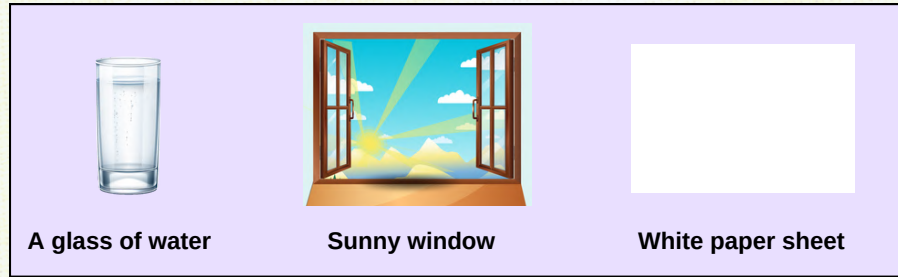
“Hmm, that does not sound like a great idea! However I still want to see the rainbow without waiting for the rain. How can we do this Ms. Emm?” asked Superbuddy.

“There is a simple experiment which can help you see the rainbow as and when you want. So let's start this quest and share it with your friends too.” encouraged Ms. Emm.



**Materials required:**

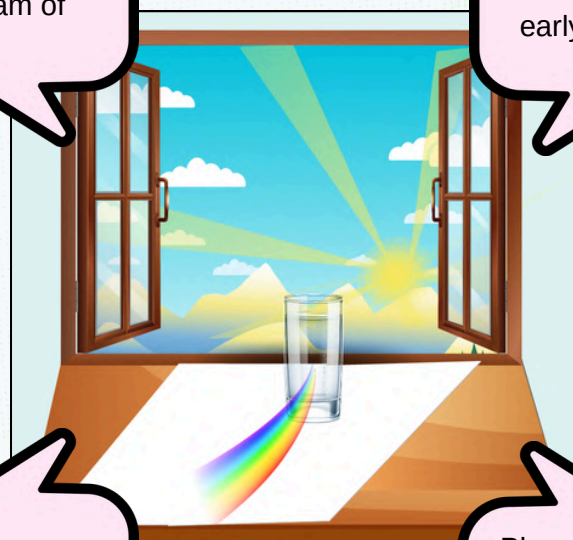
- A glass of water
- A sunny window
- A white paper sheet



**Strategy:**

Bring the glass of water near the window on a sunny day and look for a direct beam of sunlight.

It is better to choose a time when the Sun is low in the sky, early or later during the day.



**You shall see the rainbow falling on the sheet!**

Place the sheet of paper across the glass where the light through the glass projects on it.



Superbuddy is very pleased with the outcome of this activity as it has given it a way of creating a rainbow all by itself!



*How about you, are you rushing towards a window with sunlight with a glass of water and white paper!*



## Astronauts

Astronauts represent the pinnacle of **human exploration**, embodying the courage and curiosity that drive us to push the boundaries of our understanding and capabilities.

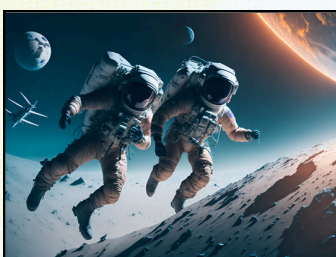
The word astronaut comes from the Greek words meaning '**space sailor**'. An astronaut is a special kind of scientist that takes a spaceship to outer space to study things like asteroids, the earth's atmosphere and the **moon**.



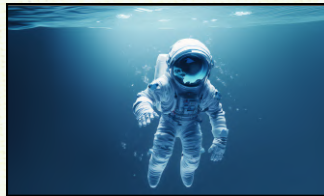
'A space sailor'

Astronauts have very exciting jobs! They fly in rockets and spacecraft to visit places like the **International Space Station (ISS)** or other planets and moons.

Their main tasks include conducting scientific experiments, fixing and maintaining **spacecraft**, and sometimes astronauts need to go outside their spacecraft to fix things or do experiments. This is called a **spacewalk**. They wear special suits called spacesuits to keep them safe in the vacuum of space.



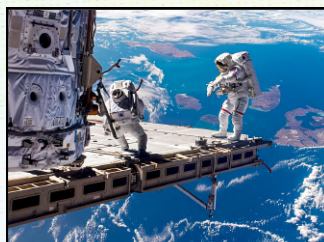
Space walk



Astronauts training

Imagine training to float in space! Astronauts practise in giant swimming pools that simulate weightlessness, which is called **microgravity**. They also learn how to use space tools, conduct experiments, and work together as a team. Training is important to prepare astronauts for the challenges they might face during a space mission.

Astronauts work as a team with other astronauts from **different countries**. They help each other do important jobs in space.



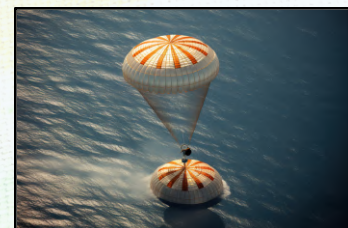
Astronauts work as a team

Living in space is very different from life on Earth. Astronauts eat, sleep, and work in a spacecraft or space station. Everything floats in space because there is **no gravity** like we have on Earth. They use special food and drinks packaged in pouches or cans, and they sleep in sleeping bags attached to the walls so they don't **float** away!

After a mission in space, astronauts come back to Earth in a special spaceship. Returning to Earth from space is a **breathtaking journey** that concludes an astronaut's mission with a thrilling descent through the atmosphere.

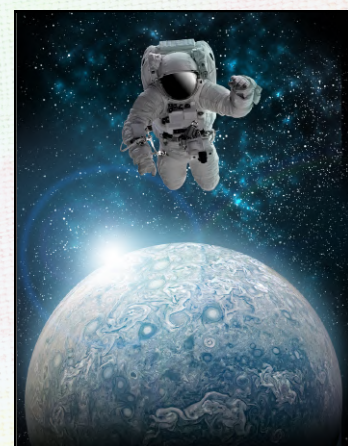


They zoom through the sky and land gently with parachutes. Once back, astronauts undergo medical checks and rehabilitation to readjust to Earth's gravity after experiencing **weightlessness**.



A parachute is attached to the space shuttle.

Their return is celebrated as a triumph of human exploration and science, marking the end of an **extraordinary adventure** beyond our planet's bounds.





# Fun facts about Astronauts

1. On July 20, 1969, astronauts **Neil Armstrong and Edwin “Buzz” Aldrin** became the first men to walk on the moon after reaching the surface in their Apollo 11 lunar module.
2. Astronauts can see lots of **stars and planets** from space because there are no clouds to block their view.
3. They can **float** inside their spaceship and do flips because there’s no gravity to pull them down!
4. Astronauts have to **exercise** every day in space to stay strong and healthy.
5. Astronauts actually stretch in space. They **grow 3% taller** in microgravity. However, when they return to Earth, their height returns to normal after three or four months.



## Find out more:

1. How do astronauts communicate with **Earth** from space?
2. How do astronauts go to the **bathroom** in space?
3. What do astronauts do if they get **sick** in space?
4. Can astronauts see **stars and planets** from space?
5. When was the **longest** spacewalk and **shortest** spacewalk conducted?  
And how long does it last?





## Know Your Emotions



Emotions, emotions.  
We live these everyday!

Tell me what you do when I say,  
Happy, I smile and laugh  
Sad, I fret and cry



Anger, I shout like a daft  
Fear, I tremble, but don't know why!



Know your emotions,  
learn while we play

Emotions, emotions ,  
We live these everyday!



## Mindful Practises



Place hands on your belly and  
breathe deeply to calm big emotions.



Write or draw one thing you are thankful for each  
day to foster positivity and emotional resilience.



While colouring, focus on the colours  
and strokes to calm the mind.

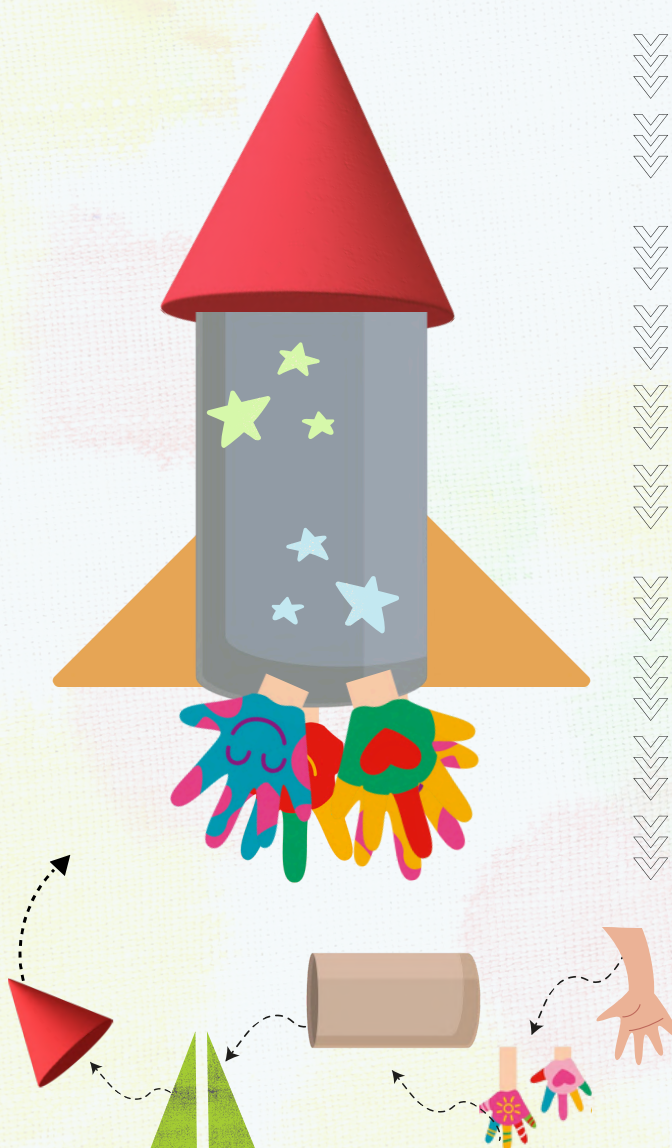
## Making a Space Rocket

### Materials required:

1. Coloured construction paper or cardstock
2. Scissors
3. Glue stick or glue
4. Markers, crayons, or coloured pencils
5. Hollow tube cardboard or long tissue box
6. Cone
7. Tape



### Procedure:



1. Choose a colour for the **rocket body** (e.g., silver, grey, white) and trace the learner's hand onto the coloured paper. Trace and cut out multiple handprints to cover the sides of the hollow cube cardboard.
2. Decorate the **handprints** using markers, crayons, or coloured pencils. They can draw windows, add designs, or create flames at the bottom for propulsion.
3. Glue the decorated handprints onto each side of the **hollow cube** cardboard.
4. Cut out triangular or rectangular shapes from coloured paper to make **fins** for the rocket. These will be attached to the bottom of the rocket body.
5. Glue the fins to the **bottom** of the rocket body, evenly spaced around the base.
6. Tape the **edges** of the hollow cube cardboard to ensure it stays together and maintains its shape.
7. Once the glue is dry and the decorations are complete, the handprint space rocket with a hollow cube cardboard **base** is ready to be displayed or used for imaginative play. Learners can pretend to **launch** their rockets into space and explore the **Space!**



# Language Fun with Emotions Tracker



## Exploring my emotions using monthly tracker

- Every evening ask your child to share how their day was. Help them to show the emotions using a DIY emotion flipbook. And assist them to write the emotion name in the tracker given below.
- End of the month, help to colour pleasant feelings using green and unpleasant emotions using red colour.
- Help them to count the number of green and red colour boxes in the tracker. If they have more red boxes coloured (unpleasant) circle the Red Q- metre, More green boxes (pleasant) circle green Q- Metre and if they have an equal number of colour count then circle yellow Q- metre.

Name:

Age:

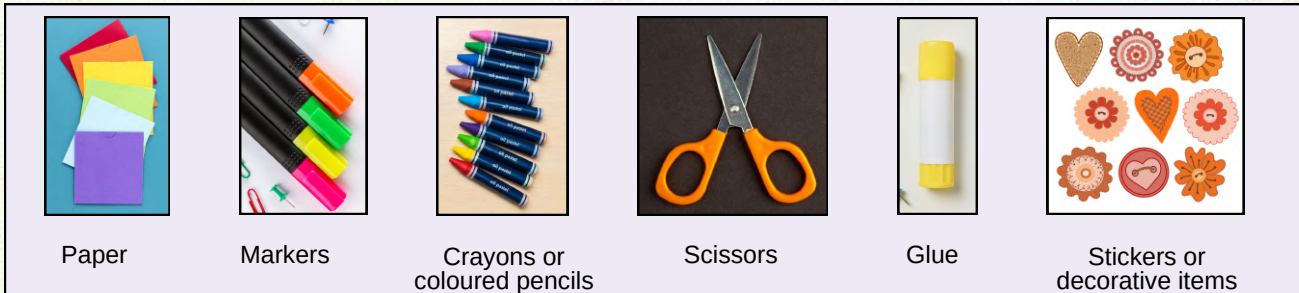
Month:

Year:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
DAY 31				

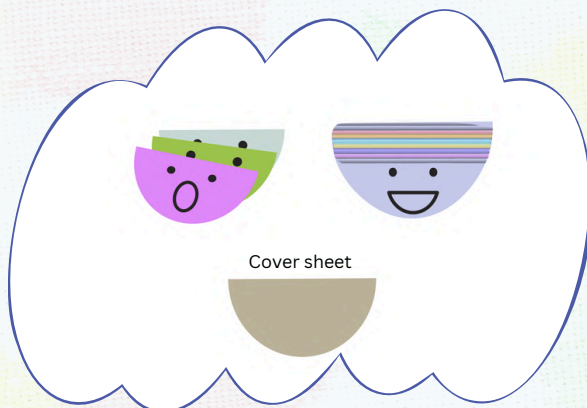
## Making Emotions Flipbook

### Materials required:



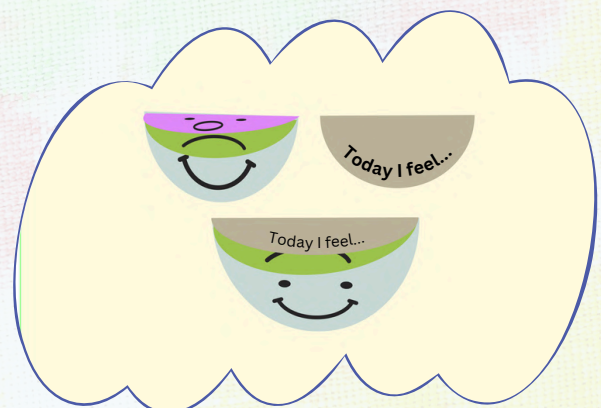
### Procedure:

- Use a round object like a cup or a compass to trace and **cut out circles** from the paper.
- Fold each circle in half to create a **semi-circle shape**. Press down firmly on the fold.
- One side of each semi-circle, draw a **simple face expressing** one of the emotions you've chosen.



- **Arrange the circles** in the order like that of a flipbook.
- Use a glue stick or double-sided tape to attach the **flat sides** of the circles together in a sequence and align them carefully.
- Once all circles are attached, **Join the ends** together to form a complete loop.

- You can use glue or tape to secure the **first and last circles** together.
- **Decorate** the circles with additional drawings, stickers, or other embellishments to personalise their flipbook.
- Now the flipbook is ready. On the first circle page write **"Today I feel.."** and start expressing how you feel using a flipbook.





## Effective Strategies for Helping Young Children Manage Big Emotions

Understanding emotions is a fundamental aspect of the journey, as it lays the **groundwork** for healthy social interactions, self-awareness, and **resilience**.



Some of the tips for Supporting Emotional Development are given below.



Here are more detailed strategies and examples for each point:

### 1. Acknowledge their Feelings

**Strategy:** Verbally acknowledge what the child is feeling. For instance, say, *"I see that you're feeling very angry right now."*

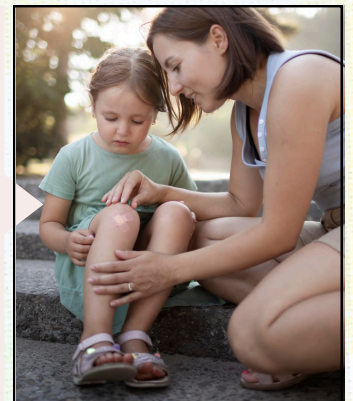
**Example:** If a child is upset because they lost a game, you might say, *"It's really frustrating to lose a game, isn't it? I understand why you're upset."*



### 2. Label Emotions

**Strategy:** Help the child identify and name their emotions by using simple language.

**Example:** If a child is crying because they fell, you could say, *"You look sad and hurt. Are you feeling sad because you fell down?"*



### 3. Model Calm Behaviour

**Strategy:** Demonstrate how to stay calm in challenging situations. Your behaviour provides a template for them to follow.

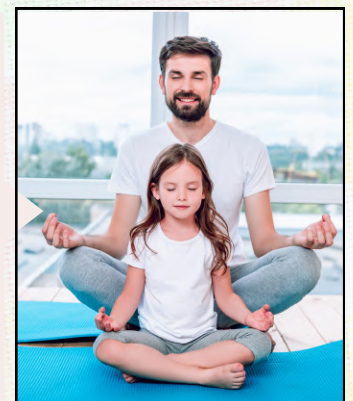
**Example:** If you spill something, instead of reacting angrily, calmly say, *"Oops, I spilled my drink. Let's clean it up together."*



### 4. Teach Deep Breathing

**Strategy:** Show children how to take deep, slow breaths to help calm their bodies.

**Example:** Tell them to imagine *blowing up a balloon*. Inhale deeply through the nose and then exhale slowly through the mouth. Practise this together several times.



## 5. Create a Safe Space

**Strategy:** Set up a cosy corner with soft pillows, a favourite blanket, or calming items where children can retreat when they feel overwhelmed.

**Example:** A “calm down” corner with books, stuffed animals, and sensory toys can help a child feel more secure and relaxed.



## 6. Read Books About Emotions

**Strategy:** Use children's books that address different emotions to open a discussion about feelings.

**Example:** Books like “*The Way I Feel*” by Janan Cain or “*When Sophie Gets Angry – Really, Really Angry*” by Molly Bang can be excellent tools.



## 7. Practice Empathy

**Strategy:** Show empathy by reflecting their feelings back to them and showing understanding.

**Example:** If a child is upset because they can't find their favourite toy, say, “*I understand that you're feeling sad because you can't find your toy. Let's look for it together.*”



## 8. Encourage Expression

**Strategy:** Provide opportunities for children to express their feelings through different mediums.

**Example:** Offer paper and crayons for drawing how they feel, or role-play scenarios with dolls or action figures.



## 9. Teach Problem-Solving

**Strategy:** Guide children in brainstorming solutions to problems causing them distress.

**Example:** If a child is upset because they can't reach a toy, ask, “*What can we do to get the toy? Maybe we can use a stool or ask for help?*”



## 10. Set Routines

**Strategy:** Establish predictable routines to give children a sense of security.

**Example:** Have a consistent *bedtime routine* that includes calming activities like reading a story or having a warm bath.



### 11. Use Positive Reinforcement

**Strategy:** Praise children when they use healthy emotional regulation strategies.

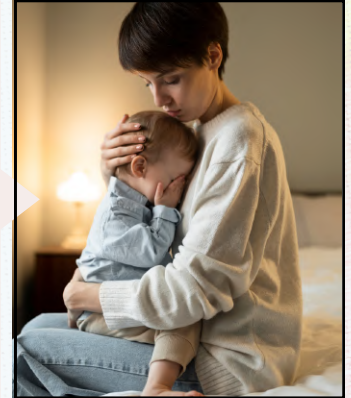
**Example:** When a child successfully uses deep breathing to calm down, say, "Great job using your deep breaths to feel better!"



### 12. Be Patient

**Strategy:** Understand that mastering emotional regulation takes time and practice.

**Example:** If a child has a tantrum, stay calm and patient, providing comfort and support until they are ready to talk about their feelings.



Acknowledge their Feelings

Be Patient

Label Emotions

Use Positive Reinforcement

Model Calm Behaviour

Set Routines

Teach Deep Breathing

Teach Problem-Solving

Create a Safe Space

Encourage Expression

Read Books About Emotions

Practice Empathy

These strategies can help young children learn to manage their emotions effectively, leading to better emotional health and well-being.

**Share your feedback and  
experience with us at:  
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**Also share pictures of  
activities with your  
children.**





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