AGES 4–10 PRINTABLE WORKSHEET

My Feelings Chart



WHAT THIS IS

Feelings have names. When we can name a feeling, it gets easier to handle. This chart shows seven common feelings.

HOW TO USE IT

1. Look at each face and say its name out loud.
2. Finish the sentence: "I feel this when…"
3. Color the faces that you felt today.

EXAMPLE

*"I feel **worried** when I have a test. I feel **excited** when it is my birthday."*



Happy

I feel this when…



Sad

I feel this when…



Angry

I feel this when…



Worried

I feel this when…



Frustrated

I feel this when…



Excited

I feel this when…



Confused

I feel this when…



My own feeling

Draw it and name it

Today I felt: (circle the faces above)

All feelings are okay. Feelings come and go, like weather.

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AGES 5–12 | PRINTABLE WORKSHEET

Feelings Thermometer



WHAT THIS IS

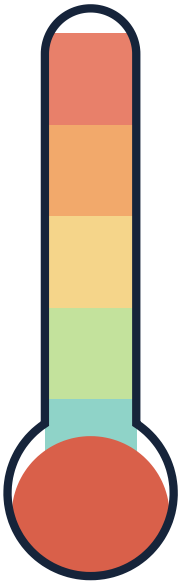
Feelings come in different sizes. A small feeling needs a small tool. A big feeling needs a big tool and a break.

HOW TO USE IT

1. Think of a feeling you had today.
2. Point to how big it was on the thermometer.
3. Write what helps at each level.

EXAMPLE

*"My mad was a **4**. When I am a 4, I take a break and squeeze a pillow."*



5 Huge

I might explode, scream, or run away.

What helps me: _____

4 Big

My body feels hot or tight. It is hard to think.

What helps me: _____

3 Medium

I feel it a lot. I need to do something.

What helps me: _____

2 Small

I notice it a little.

What helps me: _____

1 Tiny

Calm and okay.

What helps me: _____

Right now my feeling is a ____ . The feeling is: _____

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AGES 4–12 ACTIVITY

Where Do I Feel It?



WHAT THIS IS

Feelings live in our bodies, too. Tight tummy? Hot face? Fast heart? These are clues that tell us how we feel.

HOW TO USE IT

1. Pick a color for each feeling in the key.
2. Think of a time you felt that feeling.
3. Color the body where you felt it.

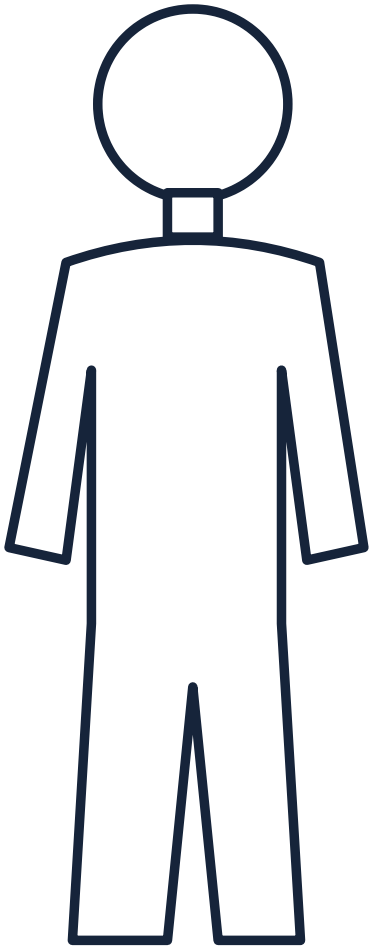
EXAMPLE

"When I'm nervous, my tummy gets fluttery, so I color it blue."

Color key

- **Angry**
- **Worried**
- **Sad**
- **Happy**
- **Excited**
- **Calm**

Make up your own colors for other feelings!



Clues:

- Fast heartbeat
- Tight tummy
- Hot face
- Shaky hands
- Heavy chest
- Wiggly legs

My body tells me I am angry when...

_____

_____

_____

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AGES 4–12 PRINTABLE WORKSHEET

My Calm-Down Menu



WHAT THIS IS

A menu lets you choose. This menu is full of calm-down ideas. You pick the ones that work for you.

HOW TO USE IT

1. Try each idea when you are calm.
2. Check the ones you like.
3. Star your top 3 favorites.

EXAMPLE

"When I'm mad, I pick from my menu: 3 belly breaths, then draw."

Breathe

- ☐ Smell the flower, blow the candle
- ☐ Belly breaths
- ☐ Five-finger breathing

Add your own _____

Move

- ☐ Jumping jacks
- ☐ Wall push-ups
- ☐ Stretch like a cat
- ☐ Dance it out

Add your own _____

Senses

- ☐ Hold a cool cloth
- ☐ Squeeze a stress ball
- ☐ Look at a calm jar
- ☐ Listen to soft music

Add your own _____

Connect

- ☐ Ask for a hug
- ☐ Talk to a safe person
- ☐ Cuddle a pet or toy

Add your own _____

Create

- ☐ Draw or color
- ☐ Build with blocks
- ☐ Write a note

Add your own _____

MY TOP 3

★ _____

★ _____

★ _____

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AGES 7–12 ACTIVITY

The Anger Detective



WHAT THIS IS

Anger is not bad. It is a clue that something is wrong or unfair. Detectives investigate before they act.

HOW TO USE IT

1. Pick a time you got angry.
2. Look for each clue and write what you find.
3. Solve the case: plan what to try next time.

EXAMPLE

"Trigger: my brother grabbed my toy. Body: hot face. I did: yelled. Next time: I'll say, 'Please ask first.'"

CLUE 1: THE TRIGGER

What happened right before I got mad?

CLUE 2: MY BODY

What did my body feel? (hot face, tight fists…)

CLUE 3: WHAT I DID

What did I say or do?

CLUE 4: WHAT HAPPENED NEXT

How did it turn out?

CASE SOLVED

Next time I get mad, I will…

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AGES 5–12 PRINTABLE WORKSHEET

Stop, Think, Choose



WHAT THIS IS

When feelings are big, our body wants to act fast. This tool helps you pause so you can choose what to do.

HOW TO USE IT

1. Practice the 3 steps when you are calm.
2. Read each pretend situation.
3. Write or draw your best choice.

EXAMPLE

*"Someone cut in line. I **stopped**, **thought** about it, and **chose** to tell the teacher."*

STOP	Freeze. Hands still. Take 1 deep breath.
THINK	What could happen if I do this? Is there another way?
CHOOSE	Pick the choice that keeps everyone safe and feels okay later.

Practice

A friend takes my pencil without asking.

I lose a game I wanted to win.

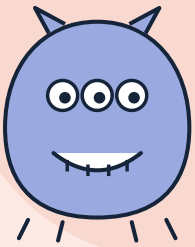
I feel left out at recess.

My little sibling knocks over my tower.

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AGES 4–10 ACTIVITY

My Worry Monster



WHAT THIS IS

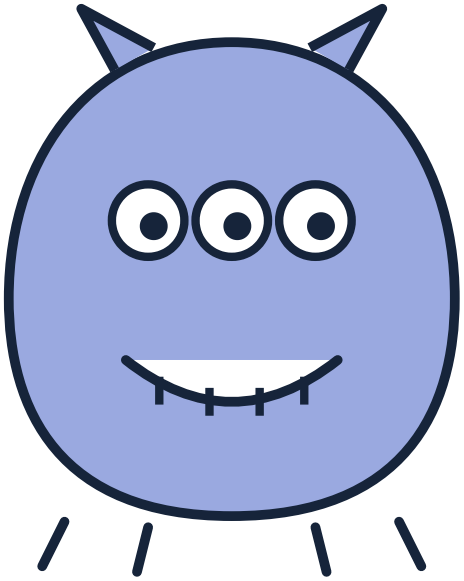
Worries can feel huge in our heads. Putting them outside, onto a monster, makes them smaller and easier to talk about.

HOW TO USE IT

1. Name your worry monster.
2. Write or draw your worries in its tummy.
3. Choose one thing that can make a worry smaller.

EXAMPLE

"My monster is Wiggles. His worry is: 'What if no one plays with me?'"



My monster's name: _____

Worries in the monster's tummy

Write or draw them here.

Is my worry about…

☐ Now ☐ Later

☐ Maybe never

What would I tell a friend?

_____

_____

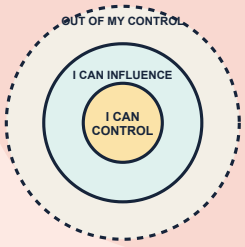
To make the worry smaller I can…

- ☐ Take 3 slow breaths
- ☐ Tell a safe person
- ☐ Draw it, then fold it up
- ☐ Do something fun

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AGES 6–12 PRINTABLE WORKSHEET

What Can I Control?



WHAT THIS IS

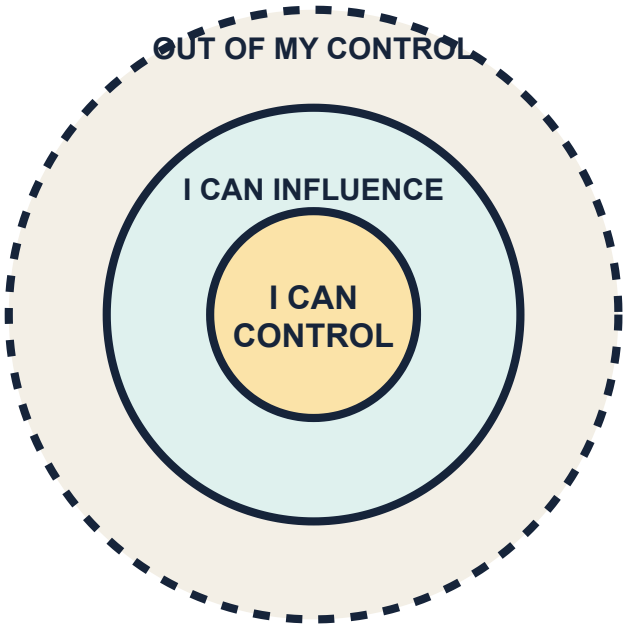
Some things are up to us. Some are not. When we focus on what we can control, worry gets lighter.

HOW TO USE IT

1. Read each item.
2. Write it in the right circle or list.
3. Pick one thing you can do today.

EXAMPLE

"*I can't control the **weather**, but I can control if I bring a **raincoat**.*"



SORT THESE

- My effort
- The weather
- What others say
- How I react
- The past
- My words
- Other people's feelings
- Who I ask for help

I CAN control:

_____

_____

I CAN'T control:

_____

_____

One thing I can do today about something that worries me:

_____

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AGES 5–12 PRINTABLE WORKSHEET

My Personal Strengths



WHAT THIS IS

Everybody has strengths. Noticing yours helps you feel proud and ready for hard things.

HOW TO USE IT

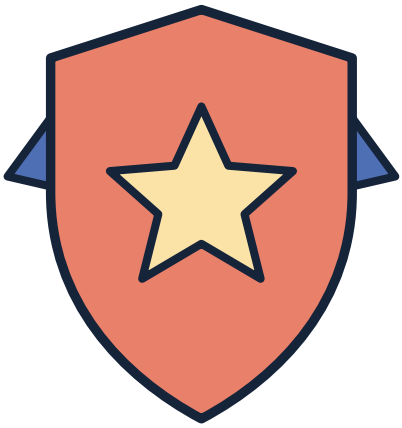
1. Circle every strength that sounds like you.
2. Ask someone who knows you well to add one.
3. Write about a time you used a strength.

EXAMPLE

*"I am **kind**. I helped my friend when she fell."*

Circle your strengths

Kind | Brave | Funny | Creative | Helpful | A good listener | Curious | Strong | Honest | Patient | Good at sharing | A good friend | Hard working | Caring | Smart | A problem solver



I am a ____ hero!

Someone told me I'm…

_____

_____

A time I used my strength…

_____

_____

Something I'm proud of:

_____

_____

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AGES 4–12 | PRINTABLE WORKSHEET

My Safe People



WHAT THIS IS

A safe person listens, helps, and keeps you safe. It is always okay to ask for help.

HOW TO USE IT

1. Think of 5 grown-ups you trust.
2. Write one name on each finger.
3. Share your hand with a parent or teacher.

EXAMPLE

"1. Mom. 2. Grandpa. 3. Ms. Lee at school. 4. Coach. 5. Auntie."

1	2	3	4	5
Name	**Name**	**Name**	**Name**	**Name**
_____	_____	_____	_____	_____
How they help me	How they help me	How they help me	How they help me	How they help me
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

At home

_____

_____

At school

_____

_____

In my community

_____

_____

If I feel unsafe or someone hurts me, I tell a safe person right away. It is never my fault, and I will not get in trouble for telling.

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AGES 5–12 ACTIVITY

Design Your Superhero Coping Strategy



WHAT THIS IS

Superheroes have powers. Your coping skills are your superpowers! Design a hero who uses one.

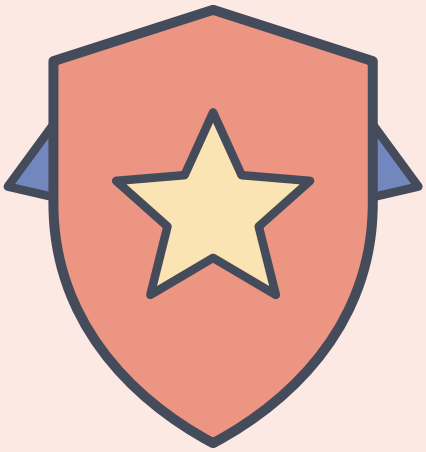
HOW TO USE IT

1. Pick a coping skill (like deep breathing).
2. Give it a hero name and a costume.
3. Decide when your hero swoops in.

EXAMPLE

"*Captain Calm uses the Super Breath to fix big feelings!*"

Draw your hero



Hero name

Superpower (my coping skill)

My hero swoops in when I feel…

Hero catchphrase

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AGES 4–12 ACTIVITY

Draw What Anger Looks Like



WHAT THIS IS

Sometimes feelings are easier to draw than to say. Make anger visible, then watch it change.

HOW TO USE IT

1. Draw what your anger looks like: color, shape, size.
2. Add a sound and a feeling in your body.
3. Draw it again, smaller or calmer.

EXAMPLE

"My anger is a big red spiky ball. When I breathe, it turns into a small blue circle."

MY ANGER LOOKS LIKE...

MY ANGER AFTER I CALM DOWN...

Color

Sound

What it needs

AGES 4–8 ACTIVITY

Match Emotions to Faces



WHAT THIS IS

Faces give us clues about feelings. Matching faces to words builds feelings detective skills.

HOW TO USE IT

1. Look at each face.
2. Draw a line to the matching feeling word.
3. Make each face yourself in a mirror.

EXAMPLE

"*Eyebrows down and a frown? That face matches **angry**.*"













Sad

Excited

Confused

Worried

Happy

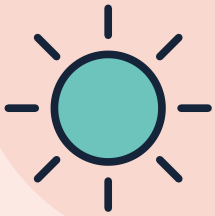
Angry

Make your own face! Draw a face for how you feel today and name it.

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AGES 4–12 ACTIVITY

Create a Calm-Down Corner



WHAT THIS IS

A calm-down corner is a cozy place to go when feelings get big. It is not a punishment. It is a reset.

HOW TO USE IT

1. Pick a quiet corner with a grown-up.
2. Choose items from the list.
3. Draw how your corner will look.

EXAMPLE

"My corner has a beanbag, a stuffed owl, headphones, and my calm cards."

Items to include

- [ ] Soft pillow or beanbag
- [ ] Stuffed animal
- [ ] Calm-down cards
- [ ] Feelings chart
- [ ] Coloring and paper
- [ ] Stress ball or putty
- [ ] Calm jar
- [ ] Soft blanket
- [ ] Headphones
- [ ] Book

Our corner rules

- [ ] I can go there when I need to.
- [ ] I can stay until I feel ready.
- [ ] I can ask a grown-up to sit with me.
- [ ] We never use it as punishment.

Our rule ideas:

_____

_____

DRAW MY CALM-DOWN CORNER

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AGES 4–12 ACTIVITY

Five-Finger Breathing



WHAT THIS IS

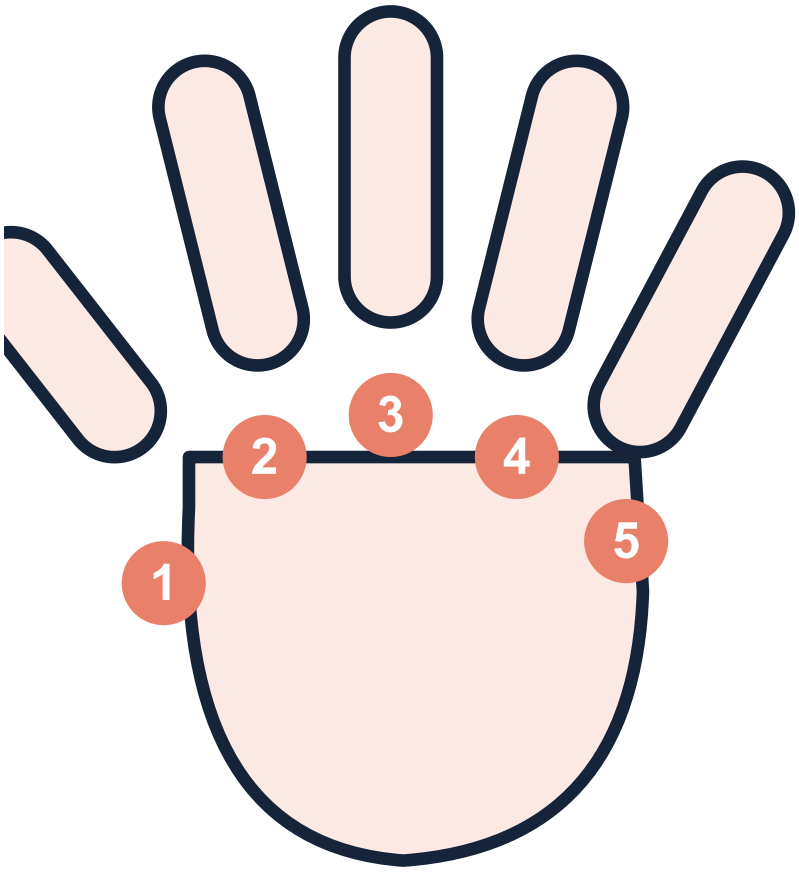
You always have your hand with you. Tracing it while you breathe slows your body down.

HOW TO USE IT

1. Hold up one hand, fingers spread.
2. Trace up each finger as you breathe in.
3. Trace down as you breathe out. Do all five fingers.

EXAMPLE

"Slide up the thumb: breathe in. Slide down: breathe out."



1 Up the thumb

Breathe in through your nose

2 Down the thumb

Breathe out slowly, like blowing bubbles

3 Keep going

Do the pointer, middle, ring, and pinky

5 Do it again

One more time if you need it

After breathing, I feel: ☐ calmer ☐ the same ☐ sleepy ☐ ready to try again

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AGES 5–12 ACTIVITY

Build Your Own Emotional Regulation Toolbox



WHAT THIS IS

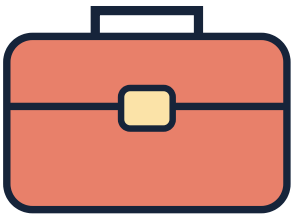
Every builder has a toolbox. Fill yours with strategies that work for you.

HOW TO USE IT

1. Think of one tool for each drawer.
2. Write or draw it.
3. Practice a tool when you feel just a little upset.

EXAMPLE

"Body tool: jumping jacks. Brain tool: 'I can do hard things.' Helper tool: Dad."



1. **Body tool** · Something I do with my body

2. **Brain tool** · A helpful thought I can say

3. **Heart tool** · A feeling I can name

4. **Helper tool** · A person I can ask

5. **Fun tool** · Something fun that helps me reset

Your toolbox is ready! Keep this page where you can find it.

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