



HELLO PARENTS,

Self-regulation is the ability to control your own emotions and behaviour. It is an essential life skill for children because it helps with everything from social relationships, to self-care, to learning how to read and write. If a child can handle their feelings and choose to act in ways that help them achieve specific goals (such as ignoring distractions to focus on reading, or avoiding getting angry after losing a game), they are off to a great start in life. In this newsletter, you will find engaging activities that will teach self-regulation to your children.

ACTIVITIES

INFANTS (3 – 18 MONTHS)

FACE TO FACE TIME

DIRECTIONS:

- Spend time looking at your child face to face.
- Our faces are what we use to communicate emotions. Let your child observe your facial expressions.
- You may make various facial expressions, and observe your child's reaction. For example, smile to make them feel safe, or try making silly faces to make your child laugh.
- Wait a few seconds to see your child's reaction before moving to another expression. Watch your child's cues and if they begin to get fussy or overstimulated give them a break from the interaction.
- Recognize your child's expression and emotions. For example, if your child smiles say, "You are smiling".

[Click here](#) to teach your child how to self-regulate themselves to sleep.

[Click here](#) to listen to "Feeling song".

TODDLERS (19 MONTHS – 2.5 YEARS)

CALMING DOWN BOX

MATERIALS:

- Big box
- A variety of items around the house. For example: book, small squishy ball, pencils, markers, notebook, paper, scarf, teddy bear, earmuffs, small toys, etc.)

DIRECTIONS:

- Put all the materials mentioned above inside the big box.
- When your child shows feelings and emotions of stress, anger, scared, or sadness give them the box to self-regulate.
- They can use the materials in the box to help them cope with their emotions. They can read books, squish the ball, crumple the paper, cover themselves with the scarf, put the earmuffs on to cancel any noise that may be triggering their feelings, hug the teddy bear, draw in the notebook, or play with play dough.
- Talk to your child about their feelings while they are using the items in the box.

[Click here](#) to read "The Color Monster" by Anna Llenas.

PRESCHOOLERS (2.5 – 5 YEARS)

MAKE A SENSORY BOTTLE

MATERIALS:

- 3 clear bottles
- Water
- Any kind of magnet
- Paper clips
- Beads
- Loom bands
- Tape
- Glitter (Optional)

DIRECTIONS:

- Let your child fill one bottle with paper clips, one with beads, and one with loom bands.
- Fill all the bottles with water, glitter (optional), and close them. Seal the bottle with tape to avoid water spill.
- Let your child explore the sensory bottles by shaking them, watching them closely or putting them on the table upside-down.
- Let your child use the magnet on the sensory bottles to see which materials inside the bottles are magnetic.

[Click here](#) for more activities.

[Click here](#) to read "The Way I Feel" by Janan Cain.

JK/SK (4 – 6 YEARS)

TRAFFIC LIGHTS

MATERIALS:

- Space to run around either indoors or outside
- 3 or more players

DIRECTIONS:

- One child plays the "traffic police" and turns to face a wall.
- The other children stand at a starting line, which is located at the other side of the room or yard space, if outdoors.
- When the traffic police shouts "Green!" the children can walk quickly or run across the space.
- If the traffic police shouts "Red!" the children have to stop, and the police will turn around and see if everyone has obeyed. If the police catches any child still moving, they can send them back to the starting line.
- The child who crosses the room or yard and tags the traffic police first will become the police next.

[Click here](#) for more activities.

SCHOOL-AGERS (6 – 12 YEARS)

BODY PART MIX UP

MATERIALS:

- 3 or more players

DIRECTIONS:

- One child will start as the leader, while the others join in play.
- The leader will call out body parts for the children to touch. For example, the leader calls out "knees" and the children touch their knees.
- Create one unique rule, for example, each time the leader says "head" touch your toes instead of your head.
- If the leader calls out "knees, head, and elbow" the children should touch their knees, toes and elbow. This requires the children to stop and think about their actions and to not just react.
- Continue practicing and adding other rules to change body parts.
- The child who stays last will be the leader of the game in the next round.

[Click here](#) for more activities.

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A TIP FOR TODAY

- Talk about emotions with your child and recognize their feelings when they are upset, crying, happy, tired etc.
- When your child struggles with a strong feeling, encourage them to name the feeling and what caused it.
- Help your child find appropriate ways to react to strong emotions. For example, teach your child to take a break or seek help from an adult when they feel overwhelmed. Say things like, "Let's take a deep breath" or "I can help you if you would like".
- Remember to be patient. It can be very hard for young children to cope when they have strong feelings.

