THE PRACTICE PACKS / PK01

Children: Feelings and Support

Name it, show it, ask for help.

Seven short resources help children ages 6-9 explore feelings with a supportive adult. Drawing, a fictional story, a help rehearsal, and a small practice invite participation without demanding disclosure.

Children ages 6-9 with a supportive adult | 7 original resources

A sequence you can adapt

Explore an explanation or fictional example. Choose an activity, rehearse, try an optional practice, and review what helped. Use the facilitator guide to adapt the sequence; every page is optional.

Inside this pack

1. All My Feelings Can Visit
2. When Ari's Tower Fell
3. My Feeling, My Clue, My Helper
4. Practice Asking for Help
5. One Small Help Try
6. What Did We Learn Together?
7. Facilitating a Child-Led Feeling Activity

Choose with care

Read aloud when useful and accept pointing, drawing, movement, or no answer. Use imaginary situations in groups; do not interpret drawings as diagnostic evidence or require a child to tell a personal story.

Handwriting edition

Print or use a handwriting app. Response areas have wider spaced lines; this edition has no interactive form fields.

Original educational material. Not a validated assessment or treatment protocol.

Children: Feelings and Support | Understand

All My Feelings Can Visit

Children ages 6-9 with a supportive adult | 5 to 8 minutes | Handout

Introduce feelings as experiences a child can notice and share.

A feeling can be happy, sad, mad, worried, proud, or hard to name. More than one feeling can visit at once. You can feel excited about a party and worried about walking into a busy room.

How to use this page

Read with an adult you trust. Point to a word, draw a shape, or listen. You may skip a part. There is no best feeling to choose.

Feelings and actions

A feeling does not make you bad. You can feel very mad and still need help to keep yourself and other people safe. An adult can help you find space, words, or a different thing to do. You do not have to figure it out alone.

My clues can be different

Some people notice a hot face, quick feet, tears, or a quiet voice. Other people do not notice a body clue. You can say, "I do not know yet." A grown-up may guess your feeling, but you can tell them their guess does not fit.

Help can have many shapes

You might want someone to sit nearby, help with a hard job, or give you a quieter place. Ask for one thing. If the first safe adult cannot help, try another trusted adult.

Original educational material. Not a validated assessment or treatment protocol.

PK01-01 | continued

1. A feeling word, color, or shape I want to try

Facilitator notes and adaptation

Let the child define their own feelings and sensory experience. Do not praise calmness as the only acceptable outcome. Persistent distress or changes that interfere with daily life need appropriate professional attention.

About this resource

AI-assisted original draft for More Than Therapy. Version 1.0. Source and editorial checks: 27 October 2026. Independent clinical review pending; no human clinical reviewer is recorded. The references below inform concepts and do not validate or endorse this original page.

Conceptual references

PA01 | Centers for Disease Control and Prevention | Positive Parenting Tips: Middle Childhood (6-8 years of age)

https://stacks.cdc.gov/view/cdc/155268/cdc_155268_DS1.pdf

PA10 | National Institute of Mental Health | Children and Mental Health: Is This Just a Stage?

https://www.nimh.nih.gov/health/publications/children-and-mental-health

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Children: Feelings and Support | Example

When Ari's Tower Fell

Children ages 6-9 with a supportive adult | 5 to 8 minutes | Handout

Follow a fictional child from a hard moment to a request for support.

This is a made-up story. Ari is seven. Ari spends a long time building a tower. A block slips, and the tower falls. Ari shouts, "It is ruined!" and wants to sweep the blocks away.

How to use this page

Read together. Stop whenever you want. You can point to a part that makes sense or ask the adult to read it again.

What Ari noticed

Ari's hands felt tight. Ari called the feeling "mad and disappointed." The adult said, "You worked hard on that. I can stay with you." Ari did not want a hug, so the adult stayed nearby without touching.

What Ari asked for

The adult offered a choice: sit together or put the blocks in a tray. Ari chose the tray and said, "Help me find the long blocks." The adult helped find two blocks. They left the rest for later.

What happened next

Ari built a small bridge instead. Ari still felt disappointed about the tower. Getting help did not make that feeling disappear. It made the next part easier. Later, Ari drew the tower to remember the idea. Another child might choose a break or a different game, and that can work too.

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PK01-02 | continued

1. What is one kind thing the adult did? You may draw or tell.

Facilitator notes and adaptation

This is a fictional learning example, not a model of how every child should respond. Invite alternatives; avoid testing recall or using the story to demand compliance.

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Children: Feelings and Support | Explore

My Feeling, My Clue, My Helper

Children ages 6-9 with a supportive adult | 8 to 10 minutes | Worksheet

Connect one manageable feeling with a chosen kind of support.

Pick a small moment, like waiting for a turn or finishing a game. You can use a pretend moment instead. We will look at one feeling and one thing that might help.

How to use this page

Write, draw, point, or tell an adult what to write. You can leave any space empty. If this feels too much, stop and do something else together.

Start with the moment

What was happening? A few words or a simple picture are enough. You do not need to explain every detail or name another person. Try a feeling word, a color, or "not sure." Your answer can change as you think.

Look for one clue

Did your body feel busy, still, tight, warm, or something else? Was it easier to notice what you wanted to do? Either kind of clue is useful. You do not need to close your eyes or focus on your body.

Choose a helper move

Would you like quiet, company, a drink, a different seat, or help with the task? Choose something possible here. Ask the adult which choices are available. You can choose again if the first idea does not fit.

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PK01-03 | continued

1. The moment and my feeling: words, shapes, or a picture

2. One clue I noticed, or "not sure yet"

3. One kind of help I could ask for, and a safe adult to ask

Facilitator notes and adaptation

Offer communication supports and enough processing time. Body noticing is optional. If the child names unsafe treatment or unmet needs, address the situation rather than asking the child to regulate around it.

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Children: Feelings and Support | Rehearse

Practice Asking for Help

Children ages 6-9 with a supportive adult | 8 to 10 minutes | Session guide

Rehearse a small help request with an adult who responds.

Sometimes the words for help are hard to find. This is a practice game. You and a trusted adult will try a pretend problem. Nobody has to act upset for the game.

How to use this page

Choose a small problem: a lid will not open, the room is too loud, or you cannot find a page. Choose talking, pointing, a picture, or a hand signal.

Try your signal

Show the adult how you want to ask. You might say, "Please help with this," or point to the thing you need. The adult answers, "I see you need help. Show me which part." You can say "not that" if they guess wrong.

Try a second answer

Sometimes an adult needs a moment. Practice the adult saying, "I can help after I put this down." Ask what you can do while you wait. If something is unsafe, get another safe adult right away. You do not need to keep waiting.

Choose what to keep

Trade roles if you want. Let the adult practice asking you for help with a pretend task. At the end, choose the words or signal that felt easiest. You can use it again, change it, or stop the game.

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PK01-04 | continued

1. My help words or signal

Facilitator notes and adaptation

Adults must actually notice and respond to the agreed signal. Do not rehearse rejection, frightening scenarios, or delayed help for urgent safety needs. Accept communication devices and nonverbal requests.

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Children: Feelings and Support | Practice

One Small Help Try

Children ages 6-9 with a supportive adult | 5 to 8 minutes | Worksheet

Plan one optional chance to use a help request between visits.

You can try your help words or signal once before we meet again. A small try is enough. This is not a test, a race, or a job you have to do every day.

How to use this page

Choose the plan with a safe adult. Pick a time when that adult can be nearby and available. You can decide not to try and tell us why later.

Make it easy to find

Choose one ordinary moment, like starting homework, finding a game piece, or getting ready to go. Put a small picture reminder somewhere you can see it. Ask first before putting a reminder where other people might read it.

Let the adult have a job

Your adult's job is to notice your signal, listen, and help choose a next step. You do not have to speak perfectly. If the adult misses your signal, that does not mean you did anything wrong. Try again or ask another safe adult.

Bring back any news

Afterward you can draw a dot, tell a short story, or leave the page blank. We can talk about what helped, what was hard, or why the moment did not happen. Feelings do not need to disappear for a try to count.

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PK01-05 | continued

1. The small moment I might try

2. My help signal and the adult who will notice it

3. How I want to remember what happened: draw, tell, or another way

Facilitator notes and adaptation

Agree on a responsive adult before suggesting practice. Never make access to comfort, breaks, or basic needs depend on completing this page. Adjust the plan if the setting cannot support it.

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Children: Feelings and Support | Review

What Did We Learn Together?

Children ages 6-9 with a supportive adult | 5 to 10 minutes | Worksheet

Review a help attempt or a missed opportunity without grading the child.

Maybe you tried your help signal. Maybe you forgot, did not need it, or did not want to. We can learn from any of those things. You are not in trouble for an empty page.

How to use this page

Choose one thing to remember. Tell, draw, or point. Ask the adult to listen before giving ideas. You may use a pretend example if you want privacy.

Tell what happened

Did the adult see or hear your signal? Was the help the kind you wanted? You can say "some of it helped" or "that did not help." The adult can change what they do next time.

If the try did not happen

Was the picture hard to see? Was the adult busy? Were the words too long? Did you need a different kind of help? These are clues for making the plan fit you. You do not have to promise to try harder.

Pick our next move

Keep one part, change one part, or put the plan away. You might make the signal smaller, choose a different helper, or practice together again. End by choosing an ordinary activity you would like to do now, such as a game or getting a drink.

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PK01-06 | continued

1. What happened, or what got in the way?

2. Something that helped, or help I still need

3. One thing we will keep, change, or stop

Facilitator notes and adaptation

Ask the adult to take responsibility for availability and response. Avoid compliance charts or interpreting a declined task as resistance. Notice environmental barriers alongside child skills.

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Children: Feelings and Support | Facilitate

Facilitating a Child-Led Feeling Activity

Professionals and caregivers | 10 to 15 minutes | Session guide

Prepare a supportive, age-appropriate use of the children's pack.

Use these pages as invitations for children ages 6-9, with adjustments for language, development, disability, culture, and the relationship with the adult. A completed worksheet is not the measure of a useful interaction.

How to use this page

Choose one child-facing page and preview it yourself. Arrange a quiet enough space, a communication option, and a way to pause. Introduce the adult's role before starting.

Invite rather than interpret

Say, "We can draw, talk, listen, or skip." Offer two manageable choices without demanding a feeling label. Ask permission before writing the child's words. Check your interpretation: "Did I get that right?" Do not infer trauma, attachment, or diagnosis from a color, drawing, or refusal.

Respond to the environment

Check whether hunger, noise, task difficulty, exclusion, or an unavailable adult is the immediate problem. Change what you can. A child should not carry responsibility for tolerating unsafe or inaccessible conditions. In a group, use fictional examples and never require sharing personal experiences.

Close with a shared responsibility

Agree on one optional practice and the adult action that makes it possible. Review the adult response as well as the child's experience. If distress persists or disrupts daily functioning, consult an appropriate child health professional. Follow applicable safeguarding procedures when safety concerns emerge; this pack does not provide an assessment or crisis protocol.

Original educational material. Not a validated assessment or treatment protocol.

PK01-07 | continued

1. My adaptation, the child's choice, and the adult action I will check next time

Facilitator notes and adaptation

These are original educational activities awaiting independent clinical review. Read-aloud support may be needed throughout. Never use participation to determine whether a child deserves support, privileges, or belief.

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