

# Spark Your Emotions Workbook



# Meet the Sparks!™

Growing whole humans, one conversation at a time.



**Chow**  
HAPPINESS



**Izzy**  
SADNESS



**Pepper**  
ANGER



**Fizz**  
LOVE



**Koko**  
PEACE



**BoA**  
FEAR

Purpose Prep, a trusted name in the field of Social Emotional Learning (SEL), brings you this supplemental resource to further develop children's abilities to recognize, regulate, and reflect on their emotions.

These activities are relevant, fun, and engaging. They are focused on helping children become more self-aware and able to understand how their feelings correlate with their actions, well-being, and relationships.

By following our online program, this workbook can be utilized as a supplemental resource to our curriculum. It can also be used as a learning tool independent of the online program. To find more information about SEL growth and other tools offered and developed by Purpose Prep, visit [www.purposeprep.com](http://www.purposeprep.com).

This workbook is dedicated to all the teachers and parents who help children fulfill their purpose in life, and to all the learners who grow with each social-emotional activity.



**Name:** \_\_\_\_\_

Directions: Look at each of the Sparks, and write down the face and body cues that help us know what emotion each one is feeling.



**Happiness**

\_\_\_\_\_



**Love**

\_\_\_\_\_



**Peace**

\_\_\_\_\_



**Sadness**

\_\_\_\_\_



**Anger**

\_\_\_\_\_



**Fear**

\_\_\_\_\_



**Name:** \_\_\_\_\_

Directions: Bring your Feelings Tracker wherever you go today and tally how many times you noticed feeling each emotion. When you notice yourself feeling one of them, write down what caused you to feel that way.

My Feelings	Tally	Cause of My Feeling
Happiness		
Love		
Peace		
Sadness		
Anger		
Fear		

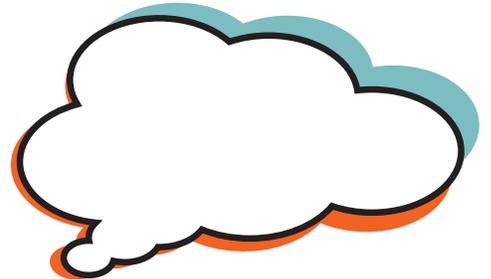
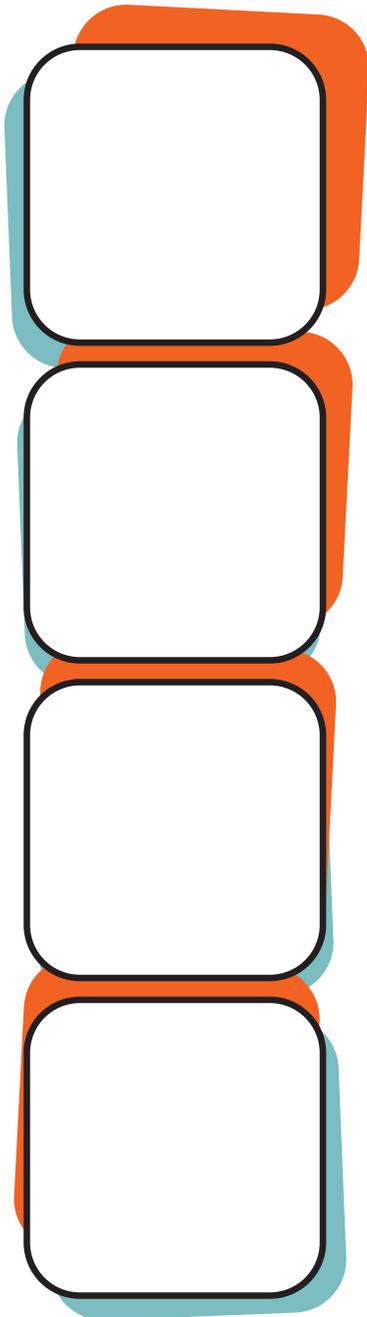


# Why Emotions Are Important: Identify and Change Your Feelings



**Name:** \_\_\_\_\_

Directions: Cut out the symbols, labels, and self-talk questions. Then, match them up with the steps of your Emotion Navigator. Be sure that they are glued in the right order.





**Name:** \_\_\_\_\_

Directions: Cut out the symbols, labels, and self-talk questions. Then, match them up with the steps of your Emotion Navigator. Be sure that they are glued in the right order.



**Stop and Breathe**

**Map It**

**Recognize It**

**Regulate It**

**“What am I feeling?  
How did I get here?”**

**“Which navigation  
tool will help me find  
the right path?”**

**“I need to stop myself and  
breathe for a moment.”**

**“Where will this  
feeling take me?”**





Name: \_\_\_\_\_

Directions: Use the matching emotion color to shade in the character names and emotion words. Then, match the characters with their emotion words.

Chow

HAPPINESS

Izzy

PEACE

Fizz

SADNESS

Pepper

FEAR

koko

LOVE

Boa

ANGER





Name: \_\_\_\_\_

Directions: Match the situations with the events that could happen as an emotion chain reaction. Then, decide if they should continue the behavior, or breathe and think about changing it.

## Emotion

Sam got invited to play kickball with a group of friends. He's feeling happy.

Jack just knocked over Sarah's block tower. She is feeling angry.

Joey has a big test in class later today. He's feeling worried.

Olivia opened her lunchbox and saw a note from her dad inside. She's feeling loved.

Anton is sitting in his backyard reading a book in the sunshine. He's feeling peaceful.

Beth's bike broke as she was riding with her friends. She's feeling sad.

## Chain Reaction

She pushes him and makes a mean face at him.  
Keep it up. Breathe and think.

He walks to his neighbor's house and offers to walk her dog.  
Keep it up. Breathe and think.

She yells at her friends and tells them everything is their fault.  
Keep it up. Breathe and think.

He high fives everyone at the end of recess.  
Keep it up. Breathe and think.

She writes a card to her sick friend to cheer her up.  
Keep it up. Breathe and think.

He gets a drink of water and does his breathing exercises to help himself get calm.  
Keep it up. Breathe and think.





**Name:** \_\_\_\_\_

Directions: Being generous doesn't require having money or needing a reason. Brainstorm ideas or draw a picture using the boxes below to come up with ways that you can be generous.

**Ways you can be generous with  
your time:**



**Ways you can be generous with your  
support:**



**Ways you can be generous with the  
resources you have:**



**Reasons to be generous "just  
because:"**





**Name:** \_\_\_\_\_

Directions: In the first box, draw a picture of yourself after you've been dishonest. Then, write two words to describe how you felt afterward. In the second box, draw yourself after you've fixed a dishonest mistake or any time you're honest. Then, write two words to describe how you felt afterward.

A large, empty rounded rectangular box with a thick green border, intended for drawing a picture of oneself after being dishonest.

\_\_\_\_\_

\_\_\_\_\_

A large, empty rounded rectangular box with a thick red border, intended for drawing a picture of oneself after fixing a dishonest mistake or being honest.

\_\_\_\_\_

\_\_\_\_\_





**Name:** \_\_\_\_\_

Directions: In each of the situations below, draw a picture of what it would look like to have great self-control.

**Your teacher is reading a book aloud to everyone.**

A large empty rounded square box with a green border, intended for drawing a picture of having great self-control while a teacher reads a book.

**You're playing a board game with your friends at indoor recess.**

A large empty rounded square box with an orange border, intended for drawing a picture of having great self-control while playing a board game.

**Your family is out to dinner for your sister's birthday.**

A large empty rounded square box with a purple border, intended for drawing a picture of having great self-control at a family dinner.

**You and your friends are in the cafeteria eating lunch together.**

A large empty rounded square box with a blue border, intended for drawing a picture of having great self-control in a cafeteria.



Name: \_\_\_\_\_

Directions: Color in the letters of "team" and the words that each letter stands for. Then, finish the sentences at the bottom of the page.

**T**  
**E**  
**A**  
**M**

Together

Everyone

Achieves

More

When I act like a good teammate, people feel \_\_\_\_\_ about having me around.

If I'm not acting like a teammate, I can change by \_\_\_\_\_.





**Name:** \_\_\_\_\_

Directions: Decide if the kids in the situations below are being fair or unfair. Should they stick with their actions, or should they fix them?

Joey tells Sara that her turn is getting skipped because she was going too slowly during the game.

Stick with it. That's fair.

Fix it. That's unfair.

A group of friends decided to play soccer and agree to split the teams up evenly.

Stick with it. That's fair.

Fix it. That's unfair.

There is only one banana left on the counter. Two brothers split it in half so that they can both have some.

Stick with it. That's fair.

Fix it. That's unfair.

There are three swings on the playground. The three students that are on them refuse to get off, so other children can't swing.

Stick with it. That's fair.

Fix it. That's unfair.

In gym class, Andrew lets his friend take a turn on the rock wall before he goes.

Stick with it. That's fair.

Fix it. That's unfair.

Ashley grabs the puzzle out of Jack's hands at home.

Stick with it. That's fair.

Fix it. That's unfair.



**Name:** \_\_\_\_\_

Directions: For each situation below, decide if it's a way to keep yourself and others safe.

You and your friends are riding bikes and you decide to not wear your helmet because it's a hot day.

**Safe**

**Unsafe**

On a hike with your family, the trail gets steep so you hold hands with your mom.

**Safe**

**Unsafe**

Someone asks you to keep a secret and you feel really uncomfortable about it. You decide to tell your mom about it.

**Safe**

**Unsafe**

When you are swimming in the lake with your family, you jump in without your life preserver on.

**Safe**

**Unsafe**





**Name:** \_\_\_\_\_

Directions: With the help of a teacher, decide if the sentences below are true or false.

If I'm feeling uncomfortable around someone, I should keep it to myself and not tell anyone.

True

False

I should listen to my body signals if I'm feeling uneasy about a person who is around me.

True

False

If someone I know is in an unsafe relationship, I should tell someone I trust at home or school.

True

False

It's normal to feel worried or uneasy around certain people.

True

False

I can keep my hands to myself to make others feel safe in their relationship with me.

True

False



# Safety Basics: Intro to the "Touching" Rule



**Name:** \_\_\_\_\_

Directions: With the help of a teacher, read the situations below and draw a picture of how Izzy and Chow could help themselves and others feel safe.

**In the lunchroom, someone took Izzy's food off the table and threw it at him. Then, they elbowed him and told him it was just a joke. Izzy didn't like that someone touched his food or that they elbowed him. If you were Izzy, what would you say to them?**

**Chow loves all of his friends so much. He notices a friend he hasn't seen in a while and wants to give them a big hug. If you were Chow, what would you say to that friend to make sure you're following the "Touching" rule?**





**Name:** \_\_\_\_\_

Directions: Think about the secrets people tell you or ask you to keep. Look at the examples of secrets below, and decide if they are **okay to keep** or **NOT okay to keep**.

I forgot to put my socks on today and have bare feet in my boots. I'm embarrassed, so please don't say anything.

Okay to keep

NOT okay to keep

Don't tell your parents, or you'll be in big trouble when I see you again.

Okay to keep

NOT okay to keep

Someone has been hitting me, but please don't tell anyone.

Okay to keep

NOT okay to keep

I'm planning a party for mom, but don't tell her.

Okay to keep

NOT okay to keep

It's alright, what we did was okay. It just has to be our secret.

Okay to keep

NOT okay to keep

Healthy,  
Safe, and  
Sound

# Safety Basics: Talking Positively to Myself and Others



**Name:** \_\_\_\_\_

Directions: On each finger, write something you like about yourself or something you're good at as a reminder when you're not feeling your best.



To find more information on social-emotional growth and other tools made by Purpose Prep, visit [www.purposeprep.com](http://www.purposeprep.com).

