

Feel It All

MINI KIT PLAY GUIDE

24M+

LOVE

EVERY[®]

Hi, You

Hi, you!

When Bea was 3 years old, we took an extended family trip. Even more than the beach and ice cream, she was looking forward to playing with a special cousin about 10 years older than her. He was expected to arrive a few days after us, so the anticipation really built up. Bea had big plans for what they would do together.

I will always remember how her face looked when she saw him. She was ecstatic. He picked her up, hugged her, and played with her for a few minutes. But he was 14 and wanted to swim in the ocean with kids closer to his age. I understood, but Bea didn't.

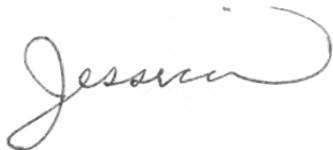
We took a slow walk back to the condo and talked about disappointment.

"When you're looking forward to something and then it doesn't work out, you feel disappointed," I told her. "It can help to say it out loud. Can you say 'I feel disappointed?'"

Naming emotions is an important first step, but then you need to figure out a healthy way to manage the feeling once you've identified it. We've developed both a book and a puzzle game to help your child practice regulation strategies when they're calm. That way, the strategies are already familiar and available in a tough moment.

Your child doesn't have a choice about how they feel, but they do have a choice about how to react. The tools in this kit are designed to help.

XO,

A handwritten signature in black ink that reads "Jessica". The signature is fluid and cursive, with a large loop at the end.

Jessica Rolph
Cofounder and CEO

Included with the Feel It All Mini Kit



'I FEEL, I CAN' BOOK



**MAKE A PLAN
EMOTION MAP**



**I FEEL, I CAN
MAGNET GAME**



CALMING CIRCLE

Emotion Skills

Fact

Young children can begin to identify emotions earlier than you might think.

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Naming Emotions

Between 18 and 24 months, your child may be able to recognize basic emotions like *happy*, *sad*, or *mad*—both in themselves and in others. For example, even before they can say the word *sad*, they may notice that someone's upset and try to comfort them. Helping your child name their feelings is an important first step toward supporting their growing emotional intelligence. You can start with core emotions like *happy* or *scared*, then introduce words for more nuanced feelings—like *proud* or *worried*.

Give your child:

- Words that match what they're experiencing. You can say, "I see that you're dancing and smiling. You seem happy!"
- Simple observations to connect what's happening around them with what's happening within them: "You're crying because the cracker broke. That made you sad."
- A window into your own emotions. You might say, "I feel disappointed that it's raining, but I'm happy that I get to snuggle with you while we read inside."
- Exposure to nuanced emotional vocabulary like *disappointed*, *jealous*, and *proud*.

Managing Emotions

Emotional regulation is a big job for a developing brain. First, your child has to notice when their feelings are starting to rise. Then, they need to choose a strategy that might help them stay steady and muster the self-control to follow through. That's a lot to ask of a young child, but with time and practice, they can learn to do it.

The best time to build regulation skills is when everyone is calm. When you weave practice into your child's play and daily routines, regulation strategies become easier for them—and you—to access when emotions run high.

Give your child:

- Frequent opportunities throughout the day to practice regulation strategies during calm moments. For example, you can introduce the Calming Circle before putting your child's shoes on in the morning or do a body scan together before lights out at night.
- Games like Simon says, freeze dance, and red light–green light to strengthen your child's impulse control.
- A model to watch and learn from. For example, as you're trying to open a jar, you might say, "Ugh, this is frustrating! I'm going to take three belly breaths, shake out my hands, and try again."
- Time to let development unfold. Offer them—and yourself—some grace. Emotional regulation is a lifelong learning process for everyone.

Understanding and accepting emotions

All emotions carry important information. Joy tells us when something feels right, sadness helps us notice when we've lost something that matters, and anger signals that a boundary has been crossed.

It's natural to want to shield your child from uncomfortable emotions, but that's not the goal. Instead, help your child recognize, accept, and move through their feelings. This builds their resilience and strengthens your relationship at the same time. Your child learns: *It's okay to be uncomfortable. This feeling won't last forever, and I can always come to Mama or Daddy with the hard stuff.*

Give your child:

- Validation and acceptance paired with firmness. You can say, “You really want to stay at the park. It makes sense that you’re sad. It’s okay to feel that way.” Pause and then say, “It’s time to go. I’m going to pick you up and carry you to the car.”
- Stories that help them understand their experiences. Try saying, “You got so frustrated when we had to leave the park earlier, but Papa was there to help you calm down. I noticed that doing our candle breaths together seemed to help.”
- A sense that you really get them. Use your face, body, and words to reflect your child’s emotions back to them as you say, “You’re so excited that we’re going to visit Grandma! I’m excited, too! Should we call her and tell her?”

The Playthings

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Learn emotional vocabulary

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Learn emotional vocabulary

'I Feel, I Can' Book

Why do this

The big, confusing sensations children feel in their bodies start to make more sense when they're able to name their emotions. This helps build self-awareness, decrease tantrums, and lay the groundwork for self-regulation and empathy.

How to do it

- Choose one of the core emotions—*happy*, *sad*, *mad*, or *scared*. Read the description and ask your child the questions that go with it.
- Return to the book a few times a week to review the emotions you've already talked about and introduce new ones. Begin with the four core emotions and then move on to more complex feelings, like *jealous*, *proud*, and *shy*.
- As emotions come up during your days together, label them and connect them back to what you've read: "Remember when we read about feeling proud? You feel proud when you work really hard on something or do a good job."



Explore and practice calming strategies

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Explore and practice calming strategies

'I Feel, I Can' Book

Why do this

Your child may be too dysregulated to stop and take belly breaths once their feelings start to escalate. Deep breathing is a wonderfully effective tool and certainly worth practicing. But adding a few additional calm-down strategies to your child's repertoire can really help, too.

How to do it

- As you look at the *I Feel, I Can* book with your child, talk about their emotions and some of the ways they can respond.
- Describe the times when you might use a strategy—or strategies—yourself. For example, you can say, “When my body is full of big feelings energy, I like to give myself a big hug, like this. I do that when I feel frustrated.”
- Model the regulation strategies as you read about them and invite your child to give them a try. For example, you can pause your reading to count, stretch, or do a body scan. Narrate how you feel: “Stretching makes my body feel calm. Would you like to try it, too?”
- As opportunities to practice arise throughout your child's day, refer back to the children in the photos. You might say, “Leaving the park early made you really mad. I understand. Would you like to try pushing on a wall like the girl in your book?”



Make a calm-down plan

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Make a calm-down plan

Make a Plan Emotion Map

Why do this

Convincing a young child to use a calm-down strategy when their emotions are already running high can be tough. But when your child is part of creating a plan, they're more likely to feel invested in it—and to use the calming strategies you've chosen together. Keeping the plan visible and top of mind helps turn your shared ideas into something the whole family can actually follow through on.

How to do it

- Choose an “I Feel” magnet that matches an emotion your child has experienced lately. You might say, “I noticed that you’ve been sad at the start of quiet time. Let’s come up with a plan for what you can do if you feel that way tomorrow.”
- Let your child select an “I Can” magnet they’d like to try. For children under 3 years old, offer just two or three options to choose from.
- Help your child put the emotion and regulation puzzle pieces together on the Make a Plan Emotion Map. Prompt them to say the whole plan out loud: “When I feel sad, I can read.”
- Put your plan on the fridge or another magnetic surface for all to see. Whenever you notice it, talk about the plan together to help everyone remember what you’re working on.



Explore feelings families

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Explore feelings families

I Feel, I Can Magnet Game

Why do this

Hands-on exploration of emotional expressions helps build your child's comfort with—and curiosity about—feelings. As development unfolds, this game will grow with your child, allowing them to group feelings into families. Eventually, they'll be able to notice subtleties—like the fact that *happy*, *proud*, and *excited* are related, but not the same.

How to do it

- Introduce the 12 “I Feel” emotion magnets and magnetic tin from the I Feel, I Can Magnet Game. Encourage your child to explore the magnets and put the puzzle together however they like—on the tin, the floor, or even the fridge. Make yourself available for conversations or questions about the emotions.
- You can challenge an older child to complete the puzzle in two layers, with the large, solid-colored primary emotions magnets on the bottom and the corresponding “I Feel” emotion magnets on top. You might prompt your child by saying, “Can you do the puzzle so that all the happy faces are on top of the yellow happy magnet?”
- Talk about how the emotions within the same feelings family—like *happy*, *proud*, and *excited*—are both similar and different.



Share your own emotional experiences

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Share your own emotional experiences

I Feel, I Can Magnet Game

Why do this

The practice of talking with children about past events and the emotions tied to them is known as reminiscing. Research shows that these kinds of conversations boost emotional understanding, strengthen memory, and deepen the parent-child connection. Sharing stories about your own experiences exposes your child to rich emotional language and helps them understand that all feelings are temporary and manageable. Best of all, reminiscing with your child shows them they can come to you for open, trusting conversations about feelings.

How to do it

- Play the “Emotion Match Spinner Game” by following the instructions included.
- As the spinner lands on different emotions, share real stories from your own life.
- If your child has trouble coming up with their own story, gently prompt them with a specific memory: “Did you feel shy when the librarian called on you during storytime?”
- You can adapt the game for younger children by focusing only on emotion matching. For example, if the spinner lands on *mad*, help your child select the *mad*, *jealous*, or *frustrated* magnet and place it on the feelings wheel before spinning again.



Practice calm-down strategies during play

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Practice calm-down strategies during play

I Feel, I Can Magnet Game

Why do this

Emotional regulation is like a muscle—it gets stronger with repetition. Practicing calm-down strategies during playful, low-stress moments makes them easier to remember and use later, when big feelings arrive.

How to do it

- Look at the “I Can” strategy magnets with your child. Talk about each one and act it out together.
- Follow the instructions to play the “I Feel, I Can Spinner Game.” When the spinner lands on an emotion, choose an “I Can” strategy and act it out for the other players to guess.
- You can modify the game for younger—or reluctant—players by acting out the strategy together.
- At the end of each round, narrate the full “I feel, I can” plan for your child: “When I feel proud, I can give myself a hug.” This reinforces the idea that while your child can’t choose how they feel, they can choose how to respond to their feelings.



Weave deep breathing into your daily routines

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Weave deep breathing into your daily routines

Calming Circle

Why do this

Breathing from your diaphragm slows the heart rate, lowers blood pressure, and helps your body shift out of fight-or-flight mode. It's also tricky to learn. The Calming Circle makes an abstract concept more concrete by giving your child something they can physically hold and move as they breathe.

How to do it

- The next time you notice yourself or your child getting upset, model one of the activities from the Breathing Activity Guide included with the Calming Circle. Don't give any explanation at first.
- Once you've captured your child's interest, invite them to join you: "Oh, this? I'm using it to help calm my body down. Want to try it with me?"
- Even if your child is initially resistant to deep breathing practice, they may get excited about it if they're asked to join in with you. Suddenly, deep breathing isn't something your child is being told to do, it's something they're being invited to do.
- Help them make a habit of deep breathing by including the Calming Circle in their daily routines. For example, you can bring it out when you're about to head out for the day or brush their teeth.



Create a cozy corner

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Create a cozy corner

Calming Circle

Why do this

A cozy corner gives your child a safe, reassuring place to ride out big feelings—and to sit with the easy ones, too. Over time, your child learns that they can reach for these strategies on their own, turning an overwhelming moment into an opportunity to practice self-regulation.

How to do it

- Choose a quiet spot and add a few comforting items, like a soft blanket, favorite book, and the Calming Circle.
- Introduce the cozy corner when everyone is relaxed. Explain that it's a safe space your child can choose whenever they want a break—and that it can help their body feel better during tough moments.
- Sit with your child and show them how you might use the space. For example, you can snuggle up and read or practice some belly breaths together. Let your child know they can use their cozy corner at any time—whether they're feeling happy, sad, or anything in between.
- When big feelings come up, offer the cozy corner as a choice, not a consequence. You might say, "Would you like to come to the cozy corner with me to help you calm down?"
- With repetition and time, your child may start to choose the cozy corner on their own whenever they need a break.

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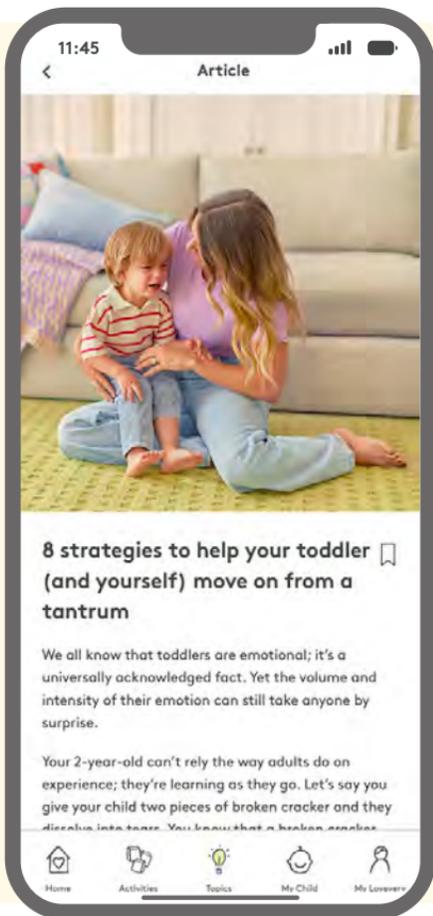
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