

STOMP IT OUT!™

Feeling Identification, Communication, and Problem Solving

INTRODUCTION

STOMP IT OUT!™ is an educational game that helps children between the ages of 5-12 build feeling identification, communication, and problem-solving skills. Physical movement is a principal factor in the game to improve participation, address diverse learning styles, and help motivate children to learn.

For regularly updated free information, printables, and resources, visit www.stomp-it-out.com and follow the educational psychologist behind Feelings in Motion on Instagram @stomp.it.out.

REQUIREMENTS

STOMP IT OUT!™ should be played with an adult (parent, educator, psychologist, or professional) and 1-5 children. In groups over 5, the physical movement may be overly stimulating. You'll need a large, open space to play. To avoid injury, play on carpeted surfaces only.

GOALS OF STOMP IT OUT!™

- Stomp It Out!™ promotes the building of **feeling identification, emotional vocabulary, communication skills, perspective taking, spatial awareness, and problem-solving skills.**
- Stomp It Out creates a space for children to understand their experiences more fully, build on their ability to express themselves, and problem solve with guidance.
- With regular use, children should be able to identify and relate the following emotions to various personal experiences: **Anger, Sadness, Happiness/Excitement, Disappointment, Worry/Anxiety, Confusion, Embarrassment, Pride, Comfort, and Loneliness/Jealousy/Discomfort.**
- Those who participate regularly in the problem-solving component of Stomp It Out!™ will learn **physical, mental, and connection based problem-solving strategies.**

GAME CONTENTS

Directions

Feeling Mats (10)

- Anger/Frustration
- Sadness
- Happiness/Excitement
- Pride
- Worry/Anxiety
- Disappointment
- Confusion
- Embarrassment
- Comfort
- Loneliness/Jealousy/Discomfort

Situation Cards (110)

- Categories include:
 - Social experiences
 - Academic experiences
 - Responsibility/limits
 - Changes/Transitions/Loss
 - Positive experiences

Blank Situation Cards (25)

Problem Solving Cards (15)

Tokens

Dry Erase Marker

HOME BASED INSTRUCTIONS & SET UP FOR PARENTS & CAREGIVERS

- Children need to learn the vocabulary to describe each of the 10 Feeling Mats provided. Help children identify the expressions on the faces in each Feeling Mat. Some Feeling Mats allow children to use background information as a cue to identify the feeling and others require that children evaluate the character's expression and body language. Children can be introduced to the four characters (Mia, Matteo, Michael & Molly) as they learn.
- Questions you can ask your children to build understanding:
 - What is going on in this picture? What do you think happened?
 - What do you think this child is feeling? (Help them identify the feeling if needed).
 - Have you ever felt that way before?
 - What did that feeling feel like in your body? (You can also share your own physical experiences with Pride, Anger, Anxiety, Excitement, etc.)

DIRECTIONS

1. **Choose 15-20 Situation Cards that are relevant and appropriate to your kids. Pull those out for game play and leave the rest behind. Always include positive purple Situation Cards.** Your first Situation Card should be a positive one. Blank Situation Cards are available in each colored category to create your own relevant situations.
2. For children under 6, you may wish to use 5 or fewer Feeling Mats at a time. The 5 primary Feeling Mats include: **Happiness, Pride, Sadness, Anger, and Disappointment.** For older children, use as many as desired.
3. Set up the Feeling Mats in a wide circle around the room. Walk around the Feeling Mats together to review where each one has been placed in the room.
4. Children begin by standing in the center of the circle.

5. **Children should be instructed to move in silly or creative ways to the Feeling Mat that indicates how they would feel based on the Situation Card read aloud.**
6. ***Provide children with movement ideas including crab walking, skipping, hopping, jumping, slithering, tiptoeing, dancing, etc.** Some children may like to pretend to be an animal or act out their feeling while moving.
7. After each turn, children should be asked to move back to the center of the circle before the next Situation Card is read.
8. Show children how to land on the Feeling Mats, with toes on the black corners and space between each other's bodies.
9. Read the first positive Situation Card aloud, turn on music of your choosing (if desired, not provided), and tell the children to move in any fun way they desire to the Feeling Mat that shows how they would feel. This is repeated multiples times with new Situation Cards read aloud.
10. **You may need to remind your kids not to touch each other while moving.** This is practice in body control and spatial awareness.
11. If using music to cue when kids should move or land, turn off the music to signal when the children need to land on the Feeling Mat of their choice.
12. For verbal children, ask why each child landed where they did. (You can play the first couple rounds yourself so that you can model this first.)
 - a. **Validate your child's feelings** with statements such as: "That does sound like a frustrating situation. I might feel that way also." This will help them continue to feel safe sharing.
 - b. If you are comfortable, you can expand to talk about the feeling, what it feels like in the body, and how everyone has those feelings, so that children understand their experiences are normal.
 - c. If applicable, you can discuss how children landed on different Feeling Mats even though the situation was the same. This helps to draw attention to the idea that others have different feelings and perspectives, which is important in the development of perspective taking skills and empathy.
13. For nonverbal children, acknowledge the response the child has given by moving to the Feeling Mat of their choice. Provide the language and vocabulary that you would use to describe the emotion they chose.
 - a. For example, you might say, "You landed on Worried. I understand. I might feel worried in that situation also."

- b. As children build skills, you can follow the additional suggestions in #12.
14. **Typical game length for ages 5-6: 15 minutes.**
 15. **Typical game length for ages 7-12: 20-30 minutes.**

** There are no incorrect answers, but children should be directed to be honest about how they feel. If they feel more than one emotion, they can choose one Feeling Mat and say both feelings when their turn arises. **All children can be permitted to skip the talking section of the game if they wish.**

PROBLEM SOLVING

1. Review the 15 black Problem-Solving Strategy Cards. Talk about any strategies that are unfamiliar. For free guided examples and suggestions for teaching any unfamiliar strategies, please visit www.stomp-it-out.com/gameinstructions.
2. Play the beginning of Stomp It Out normally, **pulling aside any Situation Cards you would like your children to problem solve through at the end.** Bring the Problem-Solving Cards and the chosen Situation Cards to the center of the circle. Face the Situation Cards problem side down and the Problem-Solving Cards facing up so they can be seen. Allow your children to randomly take turns picking the situation that needs to be solved. For younger children, adults should assist in any required reading.
3. Ask your children to choose the most effective strategy (or strategies) to manage the situation at hand. They can work in teams or all together. Tokens can be used if desired.
4. You can help your children think about situations they have experienced in the past, what has worked well for them and what hasn't. This helps them to begin using their experiences as information to solve future problems.