

# INFANT FEELINGS



*Feelings are directly related to behavior. In their first year, babies will reach several milestones including becoming interested in conversation, developing ways to communicate with you, imitating others and showing jealousy. Here are some activities to help them make further sense of their surroundings.*



## TALK!

It is never too early to start talking to your baby. Tell your infant about

what you see outside, the birds that are singing, who came to visit, and anything that may be happening.

*16.2 I.A Establishing & Maintaining Relationships*



## STORY TIME

Bedtime is a great time to talk about feelings. Stories help

your baby begin to understand emotions like frustration, anger, pride, and joy. As you read, point to the faces in the book and say, "She looks excited. He looks surprised." *16.3 I.C Responsible Behavior-*

*Empathy*



EARLY  
EDUCATION  
INITIATIVE



## LABEL FEELINGS

Say what you think your child is feeling. For example, say,

"You look so sad. Let's see if we can make you feel better." This demonstrates to the infant that you are paying attention to their needs and want to be there for him or her. *16.1 I.A Self-Awareness & Self-Management*



## FIND A BUDDY

Find a stuffed toy that is appropriate. Babies often find it difficult to relax as they keep

opening their grasp and get startled in the process. Help your infant find emotional strength in a toy that they can clutch as they wind down from the day. *16.3 I.A Decision Making*

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# PENNSYLVANIA LEARNING STANDARDS FOR EARLY CHILDHOOD: INFANT

The Department of Education and the Office of Child Development and Early Learning use a Standards Aligned System. The Pennsylvania Learning Standards for Early Childhood are designed to support learning. The key areas explored in these activities are Social and Emotional Development

## 16.1 SELF-AWARENESS AND SELF-MANAGEMENT

**Big Idea:** Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success.

- 16.1 I.A Demonstrate an emotional response to the environment.

## 16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS

**Big Idea:** Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with other provide a means of support.

- 16.2 I.A Show affection and bond with familiar adults.

## 16.3 DECISION-MAKING AND RESPONSIBLE BEHAVIOR

**Big Idea:** Actions and behavior either positively or negatively affect how I learn, and how I get along with others.

- 16.3 I.A Demonstrate preference for specific objects and people.
- 16.3 I.C React to others' expressions of emotion.