



SING ALONG  
WITH  
♥  
fRiENdy

*"A toolbox for those who wish to help children to understand and express their emotions in words. The book includes music and words for emotion-inspired songs, as well as information regarding emotions, and practical examples of how you can explore various emotions at home or in preschool."*

Maria-Pia Gottberg and Anna Eriksson Skarin

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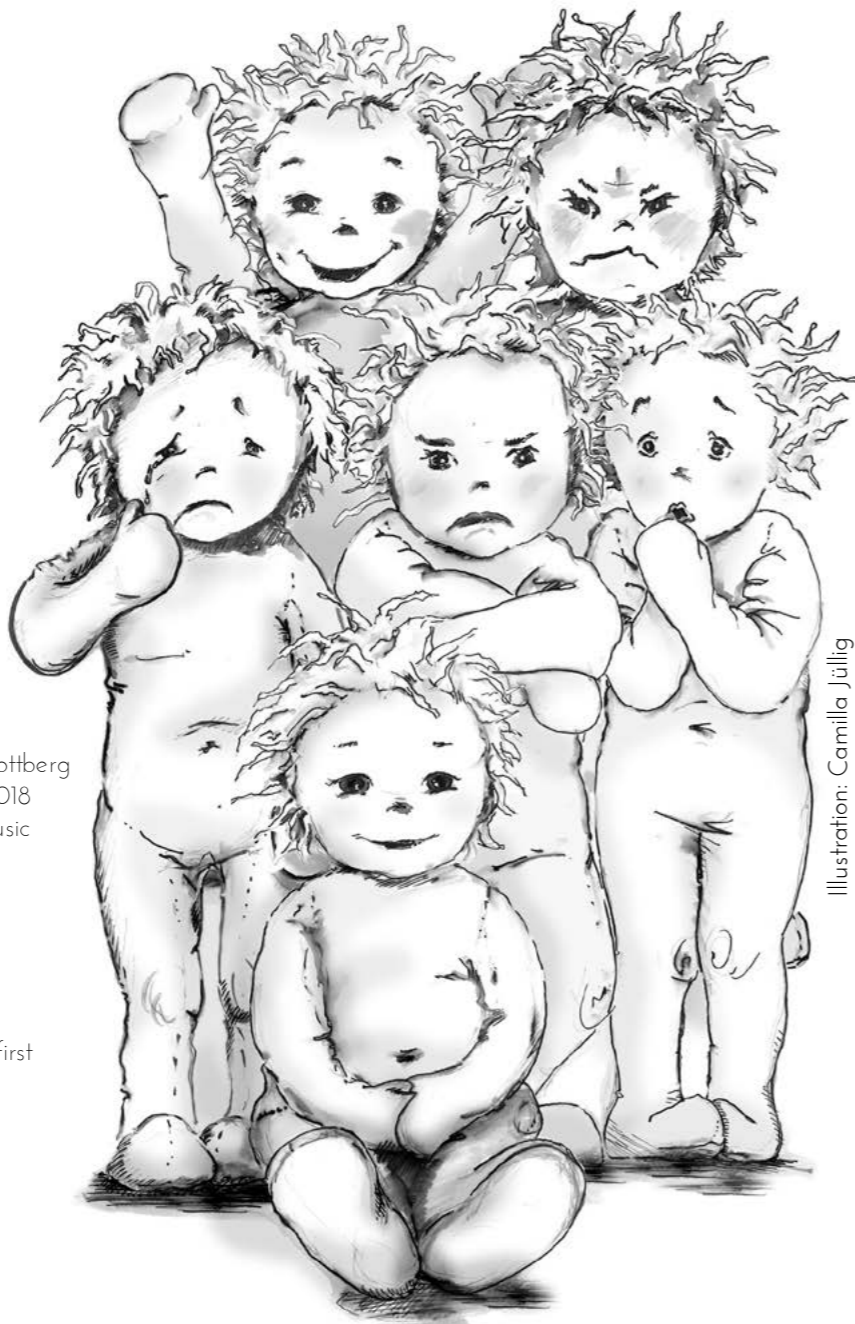


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# COME ALONG ON A MUSICAL JOURNEY THROUGH EMOTIONS


BY MEANS OF THIS SONGBOOK and the specifically written music, we focus on the significance of children's emotional life. We want all children to realize that they are entitled to their emotions and that the emotions they feel are never out of place. The music and songbook are designed as a tool that you – as an educator or parent – can use to teach children to express their feelings in words and to develop their courage to display them.

The music and songbook provide the educator or parent with basic insights into our various emotions, along with concrete proposals as to how to use the material with children. Each emotion is accompanied by a descriptive text, a song, a brief story and a number of open questions to make it easy to start a conversation with an individual child or groups of children.

## Enticing out emotional skills

No matter what we want to learn, it is the time and commitment that we invest that determine the success of our efforts. Since children are more likely to devote more time to things they find amusing and funny, we have created music as a complement to Friendly, the emotions doll. The dolls and music encourage the children to develop their emotional skills through play and song.

## Empathy and self-esteem

Children who receive assistance and support in developing their emotional skills are better equipped to meet the inevitable ups and downs of life. Over time, children's empathy and self-esteem are reinforced, thereby providing superior potential to develop favourable relationships and handle conflict... both today and tomorrow. 

We are pleased that you chose to join us in putting such an important subject – children's emotional life – on the map.

Maria-Pia Gottberg  
Author and creator  
of the Friendly-concept  
[www.friendly.se](http://www.friendly.se)

Anna Eriksson Skarin  
Author and songwriter  
[www.annaerikssonskarin.se](http://www.annaerikssonskarin.se)

# EMOTIONAL COMPETENCE

## - the basis for life and learning

EMOTIONAL COMPETENCE provides the basis for our life. It is on this foundation we build our life and fill it with knowledge, experiences and relationships. Since it is unseen, this base is often taken for granted. However, if it is not solid, the entire structure is affected: A brittle emotional base becomes particularly noticeable when we encounter setbacks in life.

We have a great deal to gain by ensuring that all children learn to express and handle their emotions during the early years. Children

with access to their emotions find it easier to function socially, which in turn makes them better equipped to absorb knowledge and meet school requirements. People with access to their emotions and who feel confident have a natural desire and curiosity to uncover and acquire new knowledge. Moreover, they do not regard conflict resolution as an unattainable obstacle. Working on children's emotional development leads later in life to superior psychological health and a favourable platform for success in all areas of life.

### Friendly - Make Friends with your Feelings

The core idea of the Friendly concept is to invite emotions to move in and take their place at preschool, nursery or at home. Fantasy and play nurture awareness, self-esteem, empathy, sympathy, communication and language skills; in addition to creating and maintaining good relations, and promoting problem solving and conflict management.



“For me as an educator, this book offers the potential to work in a clear and concrete manner with children's emotional life, which is so crucial. The book also permits parents and relatives to show genuine interest in children's feelings and behavior. For you as a parent, it provides a solid foundation for your decisive efforts in strengthening children's self-confidence and developing their sense of empathy.

**Maria Letzén**, Development Coach, Preschool Teacher, former Preschool Principal and certified EQ Supervisor by Maria-Pia Gottberg

“We know that children develop from the outside in. Emotions and external experiences create the basis for the quality of relationships between children and adults. They form the basis for children's development and learning. Consequently, we should talk more with our children about emotional feelings, how they are experienced, arise, expressed and how they help us to develop. This is exactly what Sing Along with Friendly does. Listen! Dance! Sing along! The material leads to productive conversations about feelings, and in the process you will gain crucial insights about yourself and your children.

**Margareta Öhman**, Psychologist, Author and Child Culture Researcher

“Some children find it more difficult than others to learn to manage and express their feelings. This material includes tools that help children to feel noticed, acknowledged and taken seriously. The exercises teach children to differentiate between thought, feeling and action, an aspect that is particularly important for children who, for example, find it difficult to control their impulses, or are highly extravert or introvert. I give the book and the music my highest recommendations.

**Pernilla Unevik**, Preschool Teacher and Specialist Educator

# ALLOW ALL FEELINGS AND EMOTIONS

ALL EMOTIONS play a key role in our lives. Children who are not allowed to show troublesome emotions miss out on a significant aspect of life, since it is through setbacks that we grow and develop, even though this may not seem so readily evident in childhood. Moreover, our emotions provide the basis for crucial decisions. Children who grow up without experiencing and expressing all their emotions may find it difficult to believe that they really suffice; or what they personally feel is appropriate or even acceptable. Naturally, this has implications for the individual's self-esteem and self-image, which in turn, affect relationships with friends and future romantic relationships. So it is important that we permit emotions to play a role in the family, preschool and elementary school and that we discuss the subject of emotions with children. Emotions are not dangerous; after all, an emotion is just an emotion.

Tolerating aggression, fear or sorrow, among children can be a difficult task:

*"It hurts me to see him so sad..."*  
*"I get provoked by her being so angry..."*  
*"It's difficult to see the children afraid, worried or nervous..."*

Children's emotions that are viewed as troublesome frequently arouse feelings within us personally, and it is not always easy to distinguish between "my and their emotions" In these situations, it is instead easy to gloss over, distract or console away the emotion.

## Acknowledging emotions

If we adults choose to divert the child's attention, we miss out on the crucial acknowledgment aspect. Instead, help children to express, or describe, their emotions. But do not demand that they do so; expressing how one feels should not be experienced as an achievement. To make it easier, you can describe what you yourself see and hear and then ask

whether you have understood the situation correctly – without making a value judgment:

*"Does the look on your face and your loud voice mean you're angry?"*

*"I noticed you moving away and heard you crying. Are you sad, would you like to tell me about it?"*

Acknowledging the emotion without expressing a value judgment of it means that you entitle the child to its particular feeling without you giving a value appraisal of it. In conflict situations, this is a highly effective way of overcoming negative attitudes. Acknowledgment makes it easier to discuss a way forward to a solution.

*"I hear you don't wish to put on your overcoat and come out with us to the park, and I understand that. You can be angry with me, but you are not to kick the wall with your dirty shoes."*

This statement provides acknowledgment and confirms the child's right to be angry, but it also makes clear that the child may not do whatever the impulse says. When you communicate like this, you help the child to differentiate between feeling, thought and action.

We are not our emotions, and this insight alone frequently makes it easier to manage emotions. Many children need extra help in practicing impulse control, while others need to learn to express their emotions or set limits in relation to others.

Help children to differentiate between thought, emotion and action by means of the following questions:

*"What are you thinking?"*  
*"What are your feelings?"*  
*"What are you doing?"*



## MAKE FRIENDS WITH YOUR FEELINGS

Friendly is a unique doll with six emotions: happy, angry, afraid, sad, sulky and calm. Although six different emotions are involved, the idea is that Friendly is a character who – just like us – carries all these emotions within itself.

Every child needs help in interpreting, understanding and verbalizing their experiences. With the help of the dolls and the music, children are assisted in becoming conscious of and confronting their feelings. Gaining acknowledgment and assistance in attaching words to emotions offers children security and equips them to meet the successes and setbacks that we all encounter in life.

Friendly has been developed by Maria-Pia Gottberg, an educator and author. In addition to the dolls and music, the concept also includes a mental training program for children, as well as books and children's theatre. In addition to lecturing and teaching in Sweden and internationally, Maria-Pia works actively to ensure that all children feel loved and respected, and have access to constructive role-models.

Throughout the Nordic countries, thousands of preschools and elementary schools use the Friendly concept to teach children to express and manage their emotions, and to develop empathy and resolve conflicts.

*"When Friendly looks into the mirror, Friendly's looking right at You."*

# FRIENDY

WORDS & MUSIC: ANNA ERIKSSON SKARIN

**1ST VERSE** FRIEN-DY TELLS YOU THAT FOR REAL, NO MAT-TER WHAT YOU FEEL, IN - SIDE IT'S AL-WAYS PER-FECT-LY O-  
 RAY A-FRAID OR AN-GRY, CALM OR SAD, HAP-PY, SUL-KY IS-N'T BAD. JUST  
 LIS-TEN TO WHAT FRIEN-DY HAS TO SAY. **CHORUS** HI FRIEN-DY, MY FRIEN-DY, I WANT YOU TO STAY FRIEN-DY,  
 KEEP DAN-CING ALL DAY LONG. HI FRIEN-DY, MY FRIEN-DY, I WANT YOU TO STAY FRIEN-DY,  
 NOW JOIN ME IN OUR SONG: LA LA LA LA\_ LA LA LA DEE DAY\_ LA  
 LA LA LA\_ LA DEE DAY\_ LA DAY

**2ND VERSE** DID YOU KNOW YOUR HEART CAN\_ TELL  
 YOU EVE-RY - THING THAT FRIEN - DY\_ KNOWS\_ YOU HAVE ALL YOU NEED\_ IN -  
 SIDE YOU KNOW IT'S TRUE WHEN FRIEN-DY LOOKS IN - TO THE MIR-ROR, FRIEN-DY'S  
 LOOK-ING RIGHT AT YOU. **CHORUS** HI FRIEN-DY, MY FRIEN-DY,

I WANT YOU TO STAY FRIEN-DY, KEEP DAN-CING ALL DAY LONG. HI FRIEN-DY, MY FRIEN-DY, I WANT YOU TO STAY FRIEN-DY,  
 NOW JOIN ME IN OUR SONG: LA LA LA LA\_ LA LA LA DEE DAY\_ LA  
 LA LA LA\_ LA DEE DAY\_ LA DAY

*Friendy tells you that for real,  
 no matter what you feel,  
 Inside - it's always perfectly OK.*

*Afraid or angry, calm or sad,  
 happy, sulky - isn't bad.  
 Just listen to what Friendy has to say.*

*Hi Friendy, my Friendy, I want you to stay Friendy,  
 keep dancing all day long.  
 Hi Friendy, my Friendy, I want you to stay Friendy,  
 Now join me in our song:  
 La la la la la la dee day la la la la la dee day  
 La la la la la la dee day la la la la la dee day*

*Did you know your heart can tell you everything  
 that Friendy knows  
 You have all you need inside - you know it's true  
 When Friendy looks into the mirror, Friendy's  
 looking right at You.*

*Hi Friendy, my Friendy, I want you to stay Friendy,  
 keep dancing all day long.  
 Hi Friendy, my Friendy, I want you to stay Friendy,  
 Now join me in our song:  
 La la la la la la dee day la la la la la dee day  
 La la la la la la dee day la la la la la dee day*






# HAPPY

**The body is all jittery** and the laughter bubbles out. Everything feels cheery and fun – just as it's supposed to be. In this section you can read about happiness and why it is beneficial to acknowledge the happy feeling in children.

*Listen to the Happy song, sing together and enjoy the contagious feeling.*



 Jump in puddles play with mud, I feel happy, I feel free!  
Imagine it can feel so good just being me.

# BE HAPPY!

WE ARE SURE YOU'LL AGREE that it's difficult to remain unaffected when children laugh. Moreover, if you make eye contact with them, it is impossible to resist laughing. Children are more than willing to share their joy and when they notice that others are laughing too, their own feeling is amplified. As people, we are quite simply programmed for laughter.

However, when it comes to children's emotions, the focus is usually on the troublesome emotions. Emotion-induced incidents such as children fighting, the tricky defiant phase (the terrible twos), and teenage crises give rise to books, radio/TV programs, and urgent parent meetings. Perhaps this is not so strange, since we seem to have a greater need to verbalize what is difficult and challenging for us. Our language has more words to describe the negative emotions as opposed to the positive.

## Acknowledge joy

What happens when we change perspective and instead highlight the positive emotions? Generally speaking, happy is a child's most common mood. Healthy children in healthy relationships frequently find it easy to be happy. Also, as you might have noticed, we get to see more of the things that we acknowledge and highlight in children's behavior. Nevertheless, it is easy to forget to acknowledge a child's happy feeling. We take it for granted and it does not present "problems" in the same way as anger, fear or sorrow.

One way of acknowledging joy among children is to focus on and draw attention to the emotion itself rather than its form of expression. For example, when you look at a child's drawing, ask whether it was fun to draw it and note that the colors make you happy – rather than appraising the particular subject or the child's ability to draw.

## Joy leads to enthusiasm

There is nothing in the UN Convention on the Rights of the Child about a child's right to be happy or their emotions in general. But there should be, since joy is one of the most significant emotions we experience... it is truly the elixir of life. However there are passages in the convention dealing with children's right to play, rest and leisure. Such peaceful havens opens up for us to experience joy.

Several emotions and moods go hand in hand with being happy; these include curiosity, interest and creativity, as well as confidence and security. Joy creates favourable potential for learning, regardless of whether this involves learning to walk or learning mathematics for example. The full realization of this among educational authorities offers the potential for a new, superior school system with children who can willingly and readily learn.

Joy is also linked to self-esteem. Laughing and having fun together are like seed and fertilizer for a farmer. We need to nurture the features we seek to cultivate; otherwise, weeds will eventually take over.

## PRACTICAL APPLICATION

### Use the body to affect the state of mind

PERHAPS YOU HAVE ENCOUNTERED a child whom you feel often gets trapped in a negative mood? One who appears to feel that the world has ganged up on them, who always has an ache somewhere, or who trips on the edge of a mat, for example, and then breaks down in tears "for no real reason"? This, by the way, is not the child's understanding of such incidents but is instead the adult's uninformed interpretation.

If the child has had such a period, it probably involves a development surge that makes it difficult for them to choose among emotions or to manage all the emerging senses. This phase usually passes after a while and is replaced by a period of healthy self-confidence and calm. But during such a phase, you could try to get the child to lift its gaze upward to the right and left. This is thought to speed up the feel-good processes in the brain, making it easier to grasp positive messages. It simply breaks the negative mood. This effect was first noted when a researcher allowed depressed children to play outdoors with kites. After flying their kites, the children's depression seemed to evaporate.

Follow-up studies showed that it was actually the eye movements – looking upwards toward the flying kites – that contributed to the rapid retreat of the depression.

Try looking upwards to the side yourself when you need to "shake yourself up", "pull yourself up by your bootstraps" or "try to see the positive side of things" – expressions frequently used about trying to change moods. Perhaps these expressions are evidence of our inherited knowledge of how we can use the body to affect our mental state. Moreover, we have actually always used these expressions with children: "Look at the airplane," "Look at the bird," we say, pointing upwards.

## READ ALOUD - WITH FEELING

Today, Friendly's class at preschool went for a trip to the forest. It was nice and warm outside. The sun was shining, and the ground was covered in yellow flowers.

"Look over there", one of the teachers said and pointed.

Friendly saw a small rabbit hopping into the forest.

When they reached the usual leafy grove, all the children gathered in a circle. One of the teachers unpacked fruits and sandwiches from the green backpack.

Friendly really enjoyed picnicking in the forest.

After their snack some of the children went off and played in the climbing tree. A few others built a cabin with branches and moss alongside a spruce tree that had been blown down.

Friendly went over to the big rock and climbed up to the top and looked at a yellow butterfly flying by, before it landed on a tree nearby. Friendly sat down on the stone and felt a smile coming on.

*Feel free to make up your own stories!*



## TO TALK ABOUT AND REFLECT

- What feeling do you think Friendly gets while sitting on the stone?
- Friendly enjoys picnicking in the forest. What makes you happy?
- How does it feel inside you when you feel like that? Whereabouts in your body is that feeling?
- What do you want to do when you feel like that?
- Is there anybody you would like to share that feeling with? Who in that case?

# HAPPY

WORDS: ANNA ERIKSSON SKARIN

MUSIC: ANNA ERIKSSON SKARIN & MARTIN ANDERSSON

D A G D A G

FLUTE PLAYS MELODY

D A G D A G

D Bm

I GO OUT

SIDE TO RUN AND PLAY, I TURN MY FACE UP TO THE SKY, THE CLOUDS ARE  
DAY CAN WIPE A - WAY, MY SMILE, AND TURN IT UP - SIDE DOWN, I CAN FEEL

D Bm

MA - KING FUN - NY SHAPES THAT MAKE ME SMILE. I'M ON A  
GRUM - PY FOR A WHILE, BUT NOT FOR LONG. I JUMP IN

D Bm D

SWING, MY BO - DY TIN - GLES, I FEEL HAP - PY, I FEEL FREE, I - MA - GINE IT CAN FEEL SO GOOD JUST BE - ING  
PUD - DLES PLAY WITH MUD, AND I FEEL

A Em

ME. TO - DAY MY LIFE IS AN AD - VEN - TURE BIRDS AND  
FAL - LING

F#m G A

CRICK - ETS SING FOR ME. I WANT TO SING, I AM AS HAP - PY AS CAN BE. I'M FEEL - ING  
RAIN - DROPS SING FOR ME.

D A G D A G D A G 1. D A

HAP - PY, HAP - PY, JOY. HAP - PY, JOY, JOY I'M FEEL - ING HAP - PY, HAP - PY, JOY. HAP - PY, JOY, JOY.

G D A A D.S. D A

(FLUTE)

A RAI - NY HAP - PY, JOY, JOY. TO - DAY MY HAP - PY, JOY, JOY.

-G D A G D A G

I'M HAP - PY AND FREE, AS HAP - PY CAN BE, I'M HAP - PY AND FREE, AS HAP - PY CAN BE, I'M HAP - PY AND

D A G D A

FREE, AS HAP - PY CAN BE, I'M HAP - PY AND FREE, AS HAP - PY CAN

G D

BE, IT'S GOOD TO BE ME.

I go outside to run and play,  
I turn my face up to the sky,  
The clouds are making funny shapes  
that make me smile.

I'm on a swing, my body tingles,  
I feel happy, I feel free,  
imagine it can feel so good just being me.

Today my life is an adventure  
Birds and crickets sing for me.  
I want to sing, I am as happy as can be!

I'm feeling happy, happy, joy.  
Happy, joy, joy.  
Happy, happy, joy.  
Happy, joy, joy.

A rainy day can wipe away my smile,  
and turn it upside down,  
I can feel grumpy for a while,  
but not for long.

I jump in puddles play with mud  
I feel happy, I feel free,  
imagine it can feel so good just being me.

Today my life is an adventure  
Falling raindrops sing for me.  
I want to sing, I am as happy as can be!

I'm feeling happy, happy, joy.  
Happy, joy, joy.  
Happy, happy, joy.  
Happy, joy, joy.

I'm happy and free,  
as happy can be,  
It's good to be me.






# SULKY

We're all sulky from time to time, even if we'd rather not admit it. What is it that makes being sulky, and being around others who are sulky, so difficult? How can we accept that things are like that sometimes but, nonetheless, teach children to let go of the feeling after a while?

*The sulky song has quite a few important messages for us adults!*



 When I'm sulky you see, and if we disagree;  
I still want that you stay here with me.

# WHAT DOES SULKY SAY?

ARMS CROSSED and a defiant gaze; the child doesn't want to, cannot do, or simply refuses. We can sometimes meet fierce resistance in a little body. Sulkiness can readily be used as a power factor. Without changing expression or saying a word, we can gain attention and control those around us.

What lies behind that which we experience as defiance, resistance or stubbornness? How do we know whether it involves emotional manipulation or insecurity?

## Be curious about sulkiness

Feelings reflect emotions in our subconscious. When they surface, we become aware of the emotions and sense them physically in our body. We get a faster pulse, experience sorrow as a lump in our stomach, and sense how fear prepares us for fight or flight.

Feelings speak clearly. If we are in contact with ourselves, we know how we feel them and can, ideally, verbalize them. Expressing the experience helps us to deal with it and let go of the troublesome feeling. It is when we cannot manage the process, but instead reinforce it through a negative interpretation that we can become sulky. Thus, sulkiness is a state of mind rather than a feeling.

The example in the story on the next page, a number of events – combined with the child's interpretation – lead to the child becoming sulky. As an adult, you may, with a sense of curiosity, engage with a child who sits with its back to the group. What is the feeling concealed beneath the sulkiness? Could it be that the child actually feels pushed aside, sad or unfairly treated?

Sulkiness can be a mood through which "we hide ourselves" when we cannot manage to verbalize the initial emotion. It acts as a shield against others and offers us a little time to think. Occasionally, we need a moment to sort out our feelings and thoughts before we can be outwardly expressive.

Sulkiness is a natural condition and it's important that we allow children to be sulky. Otherwise there is a risk of them feeling that they do not suffice when they feel so. And it's not the end of the world if you also become sulky. Don't try to be perfect, instead explain that it's okay not to know why you feel as you do, and that even adults are sometimes uncertain about how they feel. You then become the model that children need.

## PRACTICAL APPLICATION

### Moving out of sulkiness

EXPLAIN TO THE CHILDREN that it is not harmful to sulk and don't hesitate to ask open questions that allow the children to approach the subject in a safe way.

*"How do you want us to treat you when you are sulky?"*

*"What do you need when someone else in the family/preschool is sulky?"*

Perhaps you can find a shared code, a sign you can jointly use when the atmosphere turns unpleasant. A code that signals: Now I don't understand what's happening, can we stop for a moment and talk about this? Remember the next time the children become sulky and defiant, perhaps a little time to think may be in order: What is happening? How do I feel? What do I want? And what is it I don't want?

## READ ALOUD - WITH FEELING

The whole morning had gone wrong for Friendly. The slice of bread at breakfast had fallen on the floor - with the buttered side down! On the way to preschool, something broke in its boot. Then when Friendly arrived there, two children were playing with the teddy bear that Friendly planned to play with. Friendly just wanted to hold the teddy a little, but the other children didn't want to share it at all. Friendly went away and sat in a corner, turned away from the others, and looked down at the stupid torn sock.

*"It's time for assembly now, Friendly. We're going to sing. Come along and join us!"* said one of the teachers.

*"No",* said Friendly, in an angry voice, but there was sadness in its heart.

*"You seem to be angry, Friendly. Would you like to tell me how you feel?"*

*"No, I don't want to."* The voice sounded just as angry. But now it seemed that Friendly was about to cry. Everything went wrong today.

*"I'll come back in a moment,"* said the teacher. *"We'd really like you to join us."*

*Feel free to make up your own stories!*



## TO TALK ABOUT AND REFLECT

- How do you think Friendly feels?
- What makes you sulky?
- How would you feel if it was you who couldn't borrow the teddy bear?
- What do you feel like doing when you are sulky?
- What would you like to do if you felt like that?
- Is there something you'd like to help Friendly with?

# SULKY

WORDS: ANNA ERIKSSON SKARIN

MUSIC: ANNA ERIKSSON SKARIN & MARTIN ANDERSSON

**1ST VERSE** If I'm sul-ry one day, and if I turn a way, can you tell me that you think that I'm o kay  
 sul-ry and low, and all I say is: NO MAY-BE I DON'T WANT YOU TO GO.

WHEN I'm sul-ry you see, AND IF  
 If I'm frow-ning all day, AND I

WE DIS - A - GREE, I STILL WANT THAT YOU STAY HERE WITH ME.  
 DON'T WANT TO PLAY, I WANT TO KNOW YOU LOVE ME A - NY - WAY.

**CHORUS** GRO-WING UP IS HAR-DER THAN YOU KNOW TRY TO UN-DER STAND ME E - VEN WHEN I'M LOW

GRO-WING UP IS HAR-DER THAN YOU KNOW TRY TO UN-DER- STAND ME E - VEN WHEN I'M LOW

**2ND VERSE** WHEN I'm

HAR-DER THAN YOU KNOW TRY TO UN-DER STAND ME E - VEN WHEN I'M LOW

HAR - DER THAN YOU KNOW TRY TO UN-DER STAND ME E - VEN WHEN I'M LOW

**PERCUSSION** **SOLO**

1. 2. D N.C. D A/C# Bm D/A

SVÅRT ATT VÄ-X - A UPP DET KAN VA-RA TUFFT ATT VA - RA DEN JAG ÄR DET KAN VA-RA

SVÅRT ATT VÄ-X - A UPP DET KAN VA-RA TUFFT ATT VA - RA DEN JAG ÄR

If I'm sulky one day,  
 And if I turn away,  
 Can you tell me that you think that I'm ok?

When I'm sulky you see,  
 And if we disagree,  
 I still want that you stay here with me.

Growing up is harder than you know  
 Try to understand me even when I'm low  
 Growing up is harder than you know  
 Try to understand me even when I'm low

When I'm sulky and low,  
 and all I say is: NO  
 maybe I don't want you to go.

If I'm frowning all day,  
 and I don't want to play,  
 I want to know you love me anyway.

Growing up is harder than you know  
 Try to understand me even when I'm low  
 Growing up is harder than you know  
 Try to understand me even when I'm low



# SAD

Adults can find it difficult to cope with sad children. In this section, you'll get to know why it is nevertheless good to get a chance to cry, grieve and feel sad. Few emotions have more songs devoted to them than sadness due to unrequited love. Life usually entails numerous occasions for being sad and sorrowful. What can be more important than feeling sad and then moving on from it unscathed?



*Let me be sad, for as long as I need to. Let me stay in this feeling for a while. Remember my sadness won't last forever. We can just sit here, you and I.*

# LET ME BE SAD

ENCOUNTERING OBSTACLES is an inevitable part of life. All children need to learn to handle disappointments and obstacles, and be able to cope with the troublesome emotions that arise as a result. However, for us adults it can be a tough challenge to accept that children have difficult moments that they need to go through.

Precisely because it can prove difficult for us adults to see children in tears, it's easy for us to focus on the reasons for the crying instead of acknowledging the feeling and allowing the child to be sad for a moment. Another common trap is that we believe we know why the child is sad. When we as adults interpret a child's feelings, we risk eclipsing them – although we mean well – such as, for example:

“You're sad now because you're tired and hungry.”

If, instead, we have the presence of mind to show compassion and acknowledge the child's feeling, we help them to let go of the feeling faster. Remember it's not dangerous for adults or children to be sad and cry. The sadness will pass.

## Meeting sorrow together

Many parents want to shield their children from illness, death and other difficulties, and don't allow them any great insight into these events. One alternative is to grieve together and thus prepare the child for what is inevitable. If children see you sad and sorrowful as an adult, they will learn that it is a part of life and that we can emerge stronger, together out of crises.

It is often said that children's sorrow is striped. This means that sorrow comes and goes and that they can rest from sorrow by playing and having fun in between. Encourage play and try yourself to laugh and have fun amid sorrow, too; then children will learn that it is okay and that they do not need to assume responsibility for the feelings of adults.

## PRACTICAL APPLICATION

### Expressing their needs

CHILDREN NEED HELP and practice in expressing what they want as children usually know what they want but not what they need. Talk to each other about how you wish to be dealt with when you are sad, but also about what you don't want:

#### When I'm sad I want:

- to be alone and cry until I'm finished
- get a hug
- sit on someone's knee
- fetch my doll.

#### When I'm sad I don't want you to:

- ask questions
- joke with me
- ask if I want an ice-cream.

#### Create awareness

We handle sorrow and depression in different ways. There is, of course, no particular panacea for the emotion. Ask and give examples that help the child to become conscious of their feelings and needs. Examples of how you as an adult can handle a sad child:

*“You've fallen and are crying because it hurts, isn't that right? It's okay to be sad. Would you like me to sit with you a while or do you want something else?”*

*“You're crying and I'm wondering whether you're sad because you weren't allowed to be with the other children and play?” If the child confirms that this is so, say it's okay to feel like that.*

*“Do you want us to talk to them or do you want to stay here a while and finish crying before we do something different?”*

### Sad eyes or a sad heart?

Do not hesitate to communicate using signs that emphasize the difference between sad eyes and a sad heart. Falling and getting hurt or not being allowed to join a game may generate different emotions, although the crying looks similar. Point your finger

toward the eye, then move it down towards the cheek and put your hand on the heart and it will be clearer for the child as to what you mean. Many children feel at ease with non-verbal communication, since it can be difficult to talk when in affect.

## READ ALOUD - WITH FEELING

Friendly woke up one morning and felt strange. And today out of all days when the preschool was going to the park

Yesterday, when Friendly lay in bed after the light had been switched off, Friendly thought about how much fun it would be to swing and run in the maze. But now Friendly was sick and had to stay at home and could not be with the others. The tears ran down its cheeks.

Oh no! Friendly felt how the eyes filled up and tears ran down the cheeks.

The heart felt empty and full at the same time. Like as if all the fun was gone and the sadness was dripping over the top of the heart.

*Feel free to make up your own stories!*



## TO TALK ABOUT AND REFLECT

- How would you feel if you were Friendly and could not go to the park?
- What would you do if you felt like that?
- Is there something you need help with when you feel sad? If so, what?
- What makes you sad?
- Whereabouts in your body do you feel sad?
- How do you feel in your body when you are sad?

# SAD

WORDS: ANNA ERIKSSON SKARIN

MUSIC: ANNA ERIKSSON SKARIN & MARTIN ANDERSSON

D/A A D/A A D/A A

1ST VERSE WHEN I FEEL SAD, AND MY BO-DY TELLS ME, THAT NOTH-ING WILL E- VER\_ BE FUN A

E D/A A D/A A D/A A

GAIN. WHEN I'M DIS-AP-POIN- TED\_ AND CRY FROM THE HEART, I NO-TICE THE FEEL- ING\_ AND THEN:

E A/E E7 D A D A D A E

CHORUS WILL IT PASS? IT WILL PASS, AND FEEL BET- TER\_ A- GAIN\_

D A D A D A E D/A

WILL IT PASS? IT WILL PASS, AND FEEL BET - TER\_ A GAIN\_ 2ND VERSE LET ME BE

A D/A A D/A A E D/A

SAD, FOR AS LONG AS I NEED TO\_ LET ME STAY IN THIS FEEL- ING\_ FOR A WHILE. RE-MEM-BER MY

A D/A A D/A A E A/E E7

SAD- NESS WON'T LAST FOR - E- VER\_ WE CAN JUST SIT HERE, YOU AND I\_

D A D A D A E D A D A

CHORUS WILL IT PASS? IT WILL PASS, AND FEEL BET - TER\_ A GAIN\_ WILL IT PASS? IT WILL PASS,

D A E C#m 3 Bm 3

AND FEEL BET - TER\_ A GAIN\_ BRIDGE THERE'S NOTH-ING BRO-KEN A-BOUT MY SAD-NESS, THE SUN WARMS THE

C# 3 Bm 3 C#m 3 Bm 3

EARTH BUT THE RAIN MAKES IT GROW, LEAVES ARE FAL-LING AND BUDS ARE BUR - STING, TEARS CAN GIVE

F#m 3 3 E D A

LIFE TO THE SEEDS THAT WE SOW. CHORUS WILL IT PASS?

D A D A E D A

IT WILL PASS,\_ AND FEEL BET - TER\_ A- GAIN\_ WILL IT PASS?

D A D A E

IT WILL PASS,\_ AND FEEL BET - TER\_ A- GAIN\_

*When I feel sad, and my body tells me,  
that nothing will ever be fun again.  
When I'm disappointed and cry from the heart,  
I notice the feeling and then:*

*Will it pass? It will pass, and feel better again.  
Will it pass? It will pass, and feel better again.*

*Let me be sad, for as long as I need to.  
Let me stay in this feeling for a while.  
Remember my sadness won't last forever.  
We can just sit here, you and I.*

*Will it pass? It will pass, and feel better again.  
Will it pass? It will pass, and feel better again.*

*There's nothing broken about my sadness,  
the sun warms the earth but the rain makes it grow,  
Leaves are falling and buds are bursting,  
tears can give life to the seeds that we sow.*



# ANGRY

**Sometimes** it feels like someone else moves into our bodies when we get angry: A force that takes over and dominates. On such occasions, it is important that there are wise adults around who can assist and teach the child healthy expressions of anger. Singing the Angry song, making an anger map or fetching the angry doll are outlets for the anger that do not harm either the child or others.



*If I feel that you don't listen, and if you don't understand,  
the angry feeling will come knocking on my door.*

# THE ANGRY FEELING KNOCKS ON THE DOOR

AS A PARENT, educator or other close person, you wish, of course, to help children handle their anger in a sound and constructive manner. Firstly, because they should learn to set limits for others and, secondly, because they shouldn't have to carry unnecessary, troublesome feelings. Feelings that we can express and acknowledge can be let go. They do not remain as a burden; instead we finish with them, allowing us to open up to new senses and experiences.

## Express feelings clearly

Emotional language is a key factor in managing feelings. Attaching words to the experience starts the processing procedure, permitting the feeling to fade.

The best way of teaching self-regulation is for you personally to act as a model. By showing your anger and accepting responsibility for it, emotions become natural and non-dramatic. Children notice when adults are angry even though we try to hide it. The feelings are revealed by our body language and tone of voice. Thus, it is not fair to tell a three-year old that you are not angry when you're actually furious. This creates confusion, uncertainty or, quite simply, insecurity.

Instead, say you are angry. Talk about your own needs. If you're angry with someone else, then say so, or if you're angry with the child, describe how the situation is: *"I got angry because you pulled your brother by the hair. I understand that you became angry after he pulled down your tower, but I want you to tell him that rather than hitting him. For me, it's important that we treat each other in the family with respect. It's okay to be angry, so I will help you to be angry in a different way."*

## When children get angry

Children get angry when they are not listened to, don't feel respected or when they are misunderstood... just like adults! And it's good to be angry. Anger is a significant driving force, an energy that helps us move in the desired direction. Sometimes, we get angry in our pursuit of change. Thus, being able to handle aggression and expressing it in a constructive manner is a crucial skill. Constructive aggression is harmless and frequently very transient.

The other side of the coin is destructive aggression. This is when anger is directed at others through physical or verbal force or is turned inward on oneself in the form of self-destructive behaviour. Children who have not learned to handle and express their aggression resort frequently to destructive methods.

Common factors underlying aggression are fear, learning difficulties, neuropsychiatric variations/disorders, psychological trauma and learned behavior. It may be a matter of unfulfilled emotional needs. Everybody needs to feel significant, competent and liked. This makes us feel valued, and that we can contribute and feel appreciated. Aggression can be a plea for help and a signal that a child's needs remain unfulfilled.

Used properly, aggression and anger are important pointers which signal that something is amiss. This may involve someone encroaching on our personal integrity or that we feel a sense of unfairness. Naturally, in such circumstances it is important to draw a line and thus avoid being repressed by others.

## PRACTICAL APPLICATION

### Putting anger on the emotional map

DRAW OR CUT OUT pictures of the angry emotion and discuss what one may and may not do when one gets angry. Tell the children that it's acceptable to be angry but that doesn't mean we may express it in whatever way we wish. Encourage the children to offer their own suggestions as to what we may do when we get angry. If the focus begins to shift toward what we may not do, pose the question again: "What's okay to do here when we get angry?"

When you have received a few suggestions, you can draw or cut out pictures that illustrate the conclusions arrived at. Take a sheet of paper and place the pictures of anger in the middle, with your joint proposals surrounding it. Place the emotions map in full view at a child-friendly height. That will represent an everyday reminder of what one may and may not do when one is angry.

## READ ALOUD - WITH FEELING

Friendly had played for a long time in the large water pool in the preschool yard. Friendly first mixed sand and water in a bucket. Then Friendly poured out the sandy sludge on the other side of the fence. There was now a little heap of sand there. But Friendly wanted it to be bigger. Much bigger!

Suddenly the spade was gone. Friendly had just put it on the ground for a short while. It was the best spade in the whole preschool.

"Who took my spade?" Friendly asked. No one answered.

Then Friendly saw another child sitting in the sand box using the spade.

Friendly ran over to the sandbox.

"It's my spade", Friendly said in a loud voice. "Give me back my spade."  
"No!" The other child turned around and continued digging.

*Feel free to make up your own stories!*



## TO TALK ABOUT AND REFLECT

- What feeling do you think Friendly felt when the spade was gone?
- How would you feel if you were Friendly and you noticed that the spade was gone?
- What do you think of doing when you feel like that?
- Is there something you would like to have help with if you were Friendly and somebody had taken your spade?
- How does it feel and in which part of your body when you feel like this?



# ANGRY

WORDS: ANNA ERIKSSON SKARIN

MUSIC: ANNA ERIKSSON SKARIN & MARTIN ANDERSSON

ELECTRIC GUITAR

*BEND*

If I FEEL THAT YOU DON'T LIS - TEN, AND IF  
WHEN EV - ERY- THING FEELS UN - FAIR, OR I'M

C Am Em D

YOU DON'T UN - DER-STAND, THE AN-GRY FEEL-ING WILL COME KNOCK - ING ON MY DOOR.  
ON THE LO - SING TEAM.

G

If YOU MAKE ALL THE DE - CI - SIONS, OR I  
If I'M HUN - GRY AND I'M TI - RED, AND MY

C Am Em D

FEEL THAT I'M LEFT OUT. THE AN-GRY FEEL-ING WILL COME KNOCK - ING ON MY DOOR.  
BO - DY STARTS TO ROAR.

C D G C

IT MAKES ME WAN-NA SAY BAD WORDS, AND DO SOME NAUGH-TY THINGS I KNOW I'M REAL -

Am D C D G

LY, REAL - LY NOT SUP - POSED TO... IT MAKES ME WAN-NA SAY BAD WORDS, AND DO SOME NAUGH-TY

C Am D

THINGS I KNOW I'M REAL - LY, REAL - LY NOT SUP POSED TO...

ELECTRIC GUITAR

1.

2.

*BEND*

BUT IT GETS BET-TER IF I SHARE WHAT'S IN -

D Am D

SIDE, AND IF THE AN - GRY FEEL-ING DOES-N'T HAVE TO HIDE\_\_\_\_\_

ELECTRIC GUITAR

*trill*

*BEND BEND*

IT MAKES ME WAN-NA

C D G C Am D

SAY BAD WORDS, AND DO SOME NAUGH-TY THINGS I KNOW I'M REAL - LY, REAL - LY NOT SUP POSED TO...

C D G

IT MAKES ME WAN - NA SAY BAD WORDS, AND DO SOME NAUGH - TY

C Am D

THINGS I KNOW I'M REAL - LY, REAL - LY NOT SUP POSED TO...

If I feel that you don't listen,  
And if you don't understand,  
The angry feeling will come knocking on my door.

If I'm hungry and I'm tired,  
and my body starts to roar.  
The angry feeling will come knocking on my door.

If you make all the decisions,  
or I feel that I'm left out.  
The angry feeling will come knocking on my door.

It makes me wanna say bad words,  
and do some naughty things I know I'm really,  
really not supposed to.

It makes me wanna say bad words,  
and do some naughty things I know I'm really,  
really not supposed to.

It makes me wanna say bad words,  
and do some naughty things I know I'm really,  
really not supposed to.

It makes me wanna say bad words,  
and do some naughty things I know I'm really,  
really not supposed to.

But it gets better if I share what's inside,  
and if the angry feeling doesn't have to hide.

When everything feels unfair,  
or I'm on the losing team.  
The angry feeling will come knocking on my door.



# SCARED

**What if it is brave to be afraid?**

It takes courage to be afraid and many of us hesitate to admit that we feel fear. That is about to change! To dare, in spite of fear, is courage. And our confidence and self-esteem grow a little more each time we dare. Here you will learn the difference between worry and fear and how to best support timid children.



*I am afraid, of being alone, of nightmares and witches, I am afraid ...*

# NOW I'M SCARED

DARKNESS, SPIDERS, snakes, steep heights, large groups of people, strangers, air trips, sharp knives, ants and dark shadows. At some time or other, most people have felt fear when faced with some of these or similar phenomena. All people have their fears, more or less consciously. Children may require a lot of time to get used to things that cause fear and anxiety, so you must try to be patient. Talk about fear and attach words to the feeling, then confirm and accept it.

All emotions play a key function for us; otherwise we would never experience them. Fear was originally an aid to warn us of danger and to release adrenaline in the body so that we could rapidly move to safety. This was very practical when we faced wild animals in the forest or enemy tribes in battle. Nowadays it's more a problem than an advantage for us, especially when we carry "unwarranted" fears that are frequently triggered and create stress reactions in our bodies. These reactions are caused both by fear and anxiety.

One way of distinguishing between fear and worry is to imagine that fear lives in the body, while anxiety inhabits the mind. Fear is physical and more evident in the body, while anxiety is created by our thoughts and interpretations. But since the body and the senses form a single system, it is not always easy to differentiate between these mechanisms. Thoughts can also create bodily feelings. Feelings of anxiety can settle in the stomach and be of a churning, dull-aching character, or manifest themselves in the form of tension and headaches.

## PRACTICAL APPLICATION

### How the emotion is felt in the body

TO TEACH YOURSELF more about fear, try describing it in words and study how it feels in the body. Whereabouts does fear live? Does it have a color or shape? What do you want to do when you get scared? Let the children draw and describe it; cut out pictures and make up a collage or in some other way investigate fear and the other emotions. Read books on the theme and discuss how it feels to be scared and the contexts in which it occurs. Listen and acknowledge without judging what the children say: "I understand, so you usually get scared when the light is switched off. Now I know. Is there anything you need at such times, something I can do for you?"

By talking about the feeling for preventive purposes, children learn to identify and better understand their fears.

### Courage to face fear

Research<sup>1</sup> confirms that children with positively formulated goals have on average a four times greater chance of experiencing positive feelings in connection with their activities. However, negative goals, such as "avoid being scared" reduce the chances of feeling happy and increase twofold the risk of experiencing negative feelings.

Formulate the positive goals as far as possible. These should involve things that the child can personally do and affect. For example, if it is unpleasant for the child to personally seek out a playmate, then one goal may be – at least once daily – to ask a friend if they can play together or request an adult at preschool to accompany the child to a friend and ask to join the play activity. Follow this up, encourage and talk about how courageous it is to dare do some-

thing although one is afraid. Even if the answer is "no" from the friend, the child's personal efforts should be encouraged. The feeling of being personally able to affect one's situation is a decisive factor underlying our sense of contentment and wellbeing. The earlier your child gets the opportunity to talk about fears, the greater the chances of being able to do something about them. Older children seldom wish to discuss unpleasant feelings... and adults even less frequently.

### Courage games

In an effort to distinguish as far as possible between fear and anxiety (real and imagined danger), when the atmosphere is calm and relaxed, you may ask whether you should all play courage games. This involves thinking about something that one is scared of, and for

such a length of time that one actually becomes afraid – as if it were real. That's courageous. Then, you quickly think of something that feels really secure, fun and affectionate. What happened to the scary feeling? Where did the fear go? Encourage the children to do like this whenever they feel afraid or anxious; namely, to think of something pleasant, thereby generating a totally different emotion in the body.

Nowadays, taboo and shame are attached to feelings of fear. Let us try to change that through acceptance and – by means of discussion – help our children to gain an inner strength that is reflected outwardly.

<sup>1</sup> Huang, C. (2011). Achievement goals and achievement emotions: A meta-analysis. *Educational Psychology Review*, 23, 359-388.

## READ ALOUD - WITH FEELING

The stairway squeaked and the outer door opened. Someone went out and closed the door behind them with a bang.

Everything was awfully quiet for a moment. But then came another sound... a strange sound. Something that squeaked and rustled. Did it come from there, or perhaps from the closet in the hall? Now it sounded again and Friendly's heart was beating fast.

Perhaps there is a dangerous animal hiding in there? Or a horrible monster?

Friendly stood perfectly still with tightly closed eyes and hands over the ears.

*Feel free to make up your own stories!*



## TO TALK ABOUT AND REFLECT

- What feeling do you think Friendly has now?
- How would you react if you heard strange sounds?
- What would you do if you felt like that?
- How could you help Friendly?"
- What makes you scared? What do you want to do then?
- What is the feeling you get in your body when you are scared?

# AFRAID

WORDS: ANNA ERIKSSON SKARIN  
MUSIC: ANNA ERIKSSON SKARIN & MARTIN ANDERSSON

*♩ = 3*

G C/D G C/D G C/G G C/G G Em7 3

**1ST VERSE** I AM A - FRAID TO BE IN THE

Am11 D11 3 G Em7 3 Am11 3 3 D11 3 3

DARK, OF AN-GRY VOI CES I AM A - FRAID OF MON-STERS AND SPI-DERS, AND THINGS THAT ARE CRAW-LING I AM A -

Bm7 Em7 3 Am7 3 3 D11 3 3 G Em7 3 3

FRAID OF THUN-DER AND LIGHT-NING, OF DOGS THAT ARE BAR-KING, I AM A - FRAID, OF SCA - RY

Am7 3 3 D11 3 3 Bm7 3 3 Em7 3 3

NOI - SES WHEN I'M A - LONE, AND THINGS THAT MIGHT HIDE BE - HIND A DOOR I AM A -

Am7 3 D 3 G C/D G C/D G C/G G C/G

FRAID, I AM A-FRAID I AM A - FRAID **2ND VERSE** I AM A

**2ND TIME SOLO**

G Em7 3 Am11 3 3 D11 3 3 G Em7 3 3

FRAID OF BE-ING A - LONE, OF NIGHT-MARES AND WITC-ES, I AM A - FRAID OF THINGS THAT WILL

Am11 D11 3 Bm7 Em7 3 Am7 3 3 D11 3 3

HURT, OF MA-KING MIS-TAKES, I AM A - FRAID OF THUN-DER AND LIGHT-NING, OF DOGS THAT ARE BAR-KING, I AM A -

G Em7 3 Am7 3 3 D11 3 3 Bm7 3 3 Em7 3 3

FRAID, OF SCA - RY NOI-SES WHEN I'M A-LONE, AND THINGS THAT MIGHT HIDE BE - HIND A DOOR I AM A -

**1.** Am7 3 D 3 G C/D G C/D G C/G G C/G Am D

FRAID, I AM A-FRAID I AM A - FRAID

Bm7 Em7 Am7 D11 3 G C/D G C/D

BUT WHEN FEAR TELLS YOU TO HIDE, YOU HAVE COUR-AGE BY YOUR SIDE. IF YOU

G 3 C/G 3 G C/G 3 G C/D 3

WANT, YOU KNOW IT'S TRUE, COUR-AGE LIVES IN-SIDE OF YOU. BUT WHEN FEAR TELLS YOU TO HIDE, YOU HAVE

G C/D 3 G C/G 3 G C/G N.C. 3

COUR-AGE BY YOUR SIDE. IF YOU WANT, YOU KNOW IT'S TRUE, COUR-AGE LIVES IN-SIDE OF YOU.

*I am afraid to be in the dark,  
Of angry voices,  
I am afraid  
Of monsters and spiders,  
And things that are crawling,*

*I am afraid of being alone,  
Of nightmares and witches,  
I am afraid of things that will hurt,  
Of making mistakes,*

*I am afraid of thunder and lightning,  
Of dogs that are barking,  
I am afraid, of scary noises when I'm alone,  
and of things that hide behind a door  
I am afraid, I am afraid, I am afraid.*

*I am afraid of thunder and lightning,  
Of dogs that are barking,  
I am afraid, of scary noises when I'm alone,  
and of things that hide behind a door  
I am afraid, I am afraid, I am afraid.*

*But when fear tells you to hide,  
you have courage by your side.  
If you want, you know it's true,  
courage lives inside of you.*



# CALM

**Just be calm.** At times this is easier said than done. But it is amid calm that we can rest to recharge; and the body is so wondrously designed that it allows us to rest between the peaks and valleys. But we need to seize the opportunity and allow ourselves to be calm. Children are already experts when it comes to being calm, so perhaps it is we adults who need to learn about being calm and present. Here are some thoughts and tips about what might be our most important state, calm.



*You're strong and free just like a tree that's reaching for the sky,  
I'm feeling calm and safe and I'm just me.*

# CALM IN THE STORM

WE NEED CALM to be able to cope with all the other emotions. Calm creates stability and balance, a distance to difficulties, and the energy to cope with what is fun and what is challenging. One of the best gifts we can give our children is calm periods together but also the opportunity to be alone with ourselves. Teach children to devote a moment to themselves so that they can think positively about themselves, others and life.

## That stress thing

Research shows that stress is on the rise among children. Stress among children is often noticeable through greater anxiety, anger, grumpiness, concentration difficulties, sleep problems, nervousness, stomachaches or headaches. In other words, pretty much what it's like when we adults are stressed. It is, of course, important to take time to note and try to understand the needs that give rise to stomachache or grumpiness. Since children are affected by their surroundings, there is a risk that the adults in a child's life transfer their stress to the children. Frequently, it is simply that we are too stressed and thus have not taken the time to give children the undivided attention they require. In addition to the stress originating from familiar adults, a child's stress can be due to a number of other factors such as personal loss, sorrow, change of environment, new personnel or new children at the preschool/school, or quite simply from an excessive number of planned activities. It is amid calm that we can recover ourselves. Stress in itself is not dangerous if you make sure to recover and relax between stressful periods. Thus, everyone gains from knowing what to do to find inner calm.

## PRACTICAL APPLICATION

### Finding presence in the present

PLACE A SOFT TOY (or the calm Friendly doll) on the child's stomach when they are lying down. Then encourage the child to focus on their breathing and to follow the movement of the doll in line with the breathing. Here's a suggestion on how to guide children to relax. Notice that there are no negatives and that the tone is permissive and shows opportunities without making demands: *"If you want, you can feel how each breath fills your stomach and chest with air. Feel how your breath lifts the doll/soft toy. That's all you need to think about right now. Breathe in ... breathe out ... If you think about something else, that's okay too. Your thoughts are as light as a balloon, so easy they float away and you can focus on your breathing again and look at the doll breathing with you. Precisely ... it's great to breathe in and out ... This is what you can do every time you get scared, sad or upset. Breathe in and out, and feel how you become calm, safe and secure again ..."*

This is a relatively simple exercise that creates calm and balances both sides of the brain, thereby counteracting stress. In general, slow movements are also good. Children are already experts on presence in the present. All you need to do is draw attention to it and help build the positive habit of being in the present, and create inner peace to let your mind and body rest between all the fun... and anxiety.

## Tips aimed at parents: *To Help a child to create inner calm*

SET ASIDE A QUARTER OF AN HOUR a day to put everything else aside and be totally present with your child. It works wonders for your relationship, counteracts stress and builds self-esteem. The child feels important and prioritized, which also leads to a greater willingness to cooperate with you. Taking the time for this ultimately frees up time by reducing conflicts. It is not only unpleasant things that create stress; so when children become unusually grumpy, anxious, or have sleeping problems, it may be a good idea to encourage them to refrain from parties, movies, evening and weekend activities. Take a break and do as little as possible. Just be together.

### Prepare yourself mentally

If you're aware that certain situations trigger stress reactions in a child, you can mentally prepare yourself for them by creating a mental picture of how you want such situations to end. Beforehand, imagine how you radiate peace and security and win the child's cooperation. Mention that you've been longing to have time together. Decide which body language you wish to use and how you want your voice to sound. Imagine being safe, calm and secure. This type of target image gains the best effect when you anchor it and think about it in a relaxed state, perhaps just before you fall asleep.

## READ ALOUD - WITH FEELING

Friendly loves afternoons. Mornings are also fun. But the afternoons are especially pleasant at the preschool, because the children themselves usually choose what they want to play with.

Today, Friendly sat at the small table by the window and made a bead plate. Outside, the clouds sailed past in the sky and some raindrops landed on the ground. Friendly made up its own pattern for the bead plate. Perhaps it was a

blue sea with small red boats? Or maybe a sky with red balloons?

There were very many blue beads in the can. The red ones were a little harder to find. But there was no hurry. Friendly took a deep breath and felt how the body and every thought in the head were calm.

"Right now, I love being me," thought Friendly.

*Feel free to make up your own stories!*

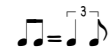


## TO TALK ABOUT AND REFLECT

- Do you recognize the feeling that Friendly experiences?
- What makes you calm?
- If you have trouble in being calm, what would help you to calm down?
- When you're calm, what do you want to do then?
- How does it feel and in which part of your body when you feel like this?

# CALM

WORDS: ANNA ERIKSSON SKARIN  
MUSIC: ANNA ERIKSSON SKARIN & MARTIN ANDERSSON



G C/G G C/G G C/G G C/G

1ST VERSE BE-ING

G Em C G D

HERE RIGHT NOW, MY FEET ON THE GROUND, CLOUDS FLY-ING ACROSS THE SKY\_ JUST BE-ING

G Em C D

WHO I AM, MAKES MY HEART HAP- PY, MAKES ME ALL WARM IN-SIDE. CHORUS LET'S

C G D C G D

CLOSE OUR EYES AND OUR I - MA-GI - NA- TION WILL UN-FOLD, WE'LL FIND THE TREA-SURES THAT WE HAVE IN-SIDE. YOU'RE

C G D C

STRONG AND FREE JUST LIKE A TREE THAT'S REA- CHING FOR THE SKY, I'M FEEL ING CALM AND SAFE AND I'M JUST

D C G D C G D

ME. 2ND VERSE I AM A

G Em C G D G

RAY OF LIGHT, SPARK-LES AND GLOWS WITH EVE-RY BREATH I TAKE. ALL IS WELL HERE AND

Em C D C

NOW, KNO-WING THAT I'M PER-FECT THE WAY I AM\_ CHORUS LET'S CLOSE OUR EYES AND OUR I - MA-GI

G D C G D

NA - TION WILL UN-FOLD, WE'LL FIND THE TREA-SURES THAT WE HAVE IN - SIDE. YOU'RE

C G D C

STRONG AND FREE JUST LIKE A TREE THAT'S REA CHING FOR THE SKY, I'M FEEL ING CALM AND SAFE AND I'M JUST

D C G D C G D C

ME.

G D C G D C

SOFT CHORUS LET'S CLOSE OUR EYES AND OUR I - MA-GI - NA TION WILL UN-FOLD, WE'LL FIND THE TREA-SURES THAT WE HAVE IN

G D C

SIDE. YOU'RE STRONG AND FREE JUST LIKE A TREE THAT'S

G D N.C.

REA- CHING FOR THE SKY, I'M FEEL - ING CALM AND SAFE AND I'M JUST ME.

... being here right now,  
My feet on the ground, clouds flying across the sky,  
Just being who I am,  
makes my heart happy, makes me all warm inside.

Let's close our eyes and our imagination will unfold,  
we'll find the treasures that we have inside.  
You're strong and free just like a tree that's reaching for the sky,  
I'm feeling calm and safe and I'm just me.

I am a ray of light,  
Sparkles and glows with every breath I take.  
All is well here and now,  
Knowing that I am perfect the way I am.

Let's close our eyes and our imagination will unfold,  
we'll find the treasures that we have inside.  
You're strong and free just like a tree that's reaching for the sky,  
I'm feeling calm and safe and I'm just me.

# FOR THOSE WISHING TO GO FURTHER

Here, we have compiled extracts from various papers written by Maria-Pia Gottberg, and suggested additional reading about related topics that you may find interesting.

## Monitoring emotions: a key health factor

Children express their needs based on their present ability. It is up to us as adults to interpret and respond to them so that we learn to understand what is behind their behaviour. What needs does a child express through its actions? Is a strong-willed child trying to exert control and feel more competent? Is the child who breaks down because their teddy bear was not allowed at preschool looking for security?

What do you think the child would say if they could express themselves more maturely and thoughtfully? Try to understand situations from the child's perspective. Close your eyes and put yourself in the child's situation, what does the child see, hear and feel?

When children acquire a language to express their feelings, they find it easier to release them. Addressing various difficulties is part of being human and no matter how much we try, we cannot spare children from sadness, fear, insecurity, pain or loss. Studies by Dr. Candace Pert – acclaimed for her research on human brain functionality – confirm that emotions that remain repressed instead of being expressed may long continue to inhibit individuals, leading to physical or mental ill-health later in life.

## Be curious about your child

Curiosity is a strong driving force among people. The level of curiosity varies among

individuals, but generally children are more curious than adults. Curiosity helps children to develop and they seem tireless in investigating everything they encounter by means of their five senses. Curiosity helps us not only to learn new things when we are children, but also assists us in developing and maintaining relationships. Not least the relationship between parents and children.

As a parent, when you held your child for the first time, you might have asked: who are you? If we as parents approach our children with the same curiosity even when the child is older, we can strengthen the relationship. One practical approach to being curious about a child is to let the child tell you how it feels rather than you drawing conclusions. Instead of saying, "Now you're tired my little friend... time to sleep", perhaps you should instead say, "I see you're dozing and you're leaning on my shoulder. I think you're tired, am I right?"

Through an open and curious attitude, you can show respect and interest, which in turn contribute to a trustworthy relationship.

## Guilt and shame

Guilt and shame are closely related. These feelings signal that we have crossed a threshold by hurting or otherwise treating someone badly. Basically, the origins of these feelings derive from individual survival and a sense of belonging. The opposite feeling – exclusion – has been associated during the course of human evolution with

a threat to life. We need our affinity to the flock in order to survive. Guilt and shame were developed to help us stay within a socially acceptable framework, thereby preventing us from being expelled from the community.

The difference between guilt and shame is that when we feel guilt we have the ability to put ourselves into the situation of others; we understand we have done something stupid and wonder how the other person feels. The focus is on what we've done – our actions in other words. To feel guilty of acting badly against someone else is a healthy sign that helps to develop empathy and compassion for others. However, if instead a sense of shame takes precedence, there is no room for empathy. All internal activity focuses on our own person – who or what we are – and the tone readily becomes self-reproaching: "How could I ... I must be an idiot!"

In a typical shame situation, we feel in the wrong when stared at by others. A characteristic of this is that the shamed person ceases contact, looks downward or moves away. If the person has a sound sense of self-esteem, or a well-developed ability to calm down, the sense of shame fades relatively easily. By contrast, if the shamed person has poor self-esteem or an inferior ability for supportive self-talk, or internal dialog, shame can be an inhibitive companion. It often leads to a downward spiral filled with amplified shame and diminishing self-respect due to negative thinking. This process is frequently referred to as toxic shame.

When you see signs of shame in children, try to figure out whether it is a question of guilt or shame. In purely physical terms, the feelings appear similar, because – as in the case of guilt – the person's gaze is turned away. Talk to the child and listen for possible self-accusations or insights that suggest they feel they have made a mistake.

Life offers many situations that make us

susceptible to shame. During childhood, it may involve kids wetting themselves, tripping in the classroom, not understanding what others seem to understand, or being overlooked and excluded, irrespective of whether it really is the case or is simply experienced as being so. Without shame, we become shameless – unscrupulous. Feeling ashamed for a while after we have done something wrong is a natural and healthy reaction. But no child should have to deal with guilt and shame all alone. As an adult, you are both a guide and model.

## ADDITIONAL READING TIPS

*The Marshmallow Test: why self-control is the engine of success* by Walter Mischel

*Why love matters - how affection shapes a baby's brain* by Sue Gerhardt

*Emotional Intelligence* by Daniel Goleman



# UNDER FRIENDY'S UMBRELLA

**THE FRIENDY CONCEPT** was developed by Maria-Pia Gottberg, a pioneer in the area of human emotions, who in 2004 decided to put children's emotional life on the map. She was guided by the vision that children should be entitled to all their emotions. First, she developed the EQ doll, Friendly – a unique doll with six different feelings: happy, angry, afraid sad, sulky and calm. Today she also holds lectures and classes for educators and writes books. The concept has also been further evolved over the years and today it also comprises children's theater and music. All parts of the concept aim to chart children's emotions and help children develop favorable tools to strengthen their emotional competence.

## LECTURES

Maria-Pia Gottberg is one of Sweden's foremost lecturers and consultants in dealing with children's emotions. She has lectured and directed workshops for thousands of parents, managers and educators nationwide in Sweden and internationally. Her experience-based approach deploys a successful blend of theory based on modern research, developmental exercises and activating issues.

## BOOKS

– currently only available in Swedish  
Maria-Pia's latest book, *Medkänslans pedagogik* (Teaching compassion) (Publisher: Studentlitteratur, 2017) is aimed at all those working with preschool children. Using an entertaining approach, the book shows how you can teach children to express and handle their feelings, develop empathy and manage potential conflict. Current research, concrete models and an inspirational method of coaching make it easy to begin the program.

*Social och emotionella träning för alla barn* (Social and emotional training for all children) (Brain Books/Natur & Kultur, 2007/2009)

Maria-Pia has also contributed to a number of anthologies in Swedish in cooperation with researchers, teachers, educators and other specialists.

## FRIENDY COPYING MATERIALS

This illustrated booklet displays all of Friendly's feelings and provides a basis for multiple exercises aimed at sketching and assigning colors to emotions. The children can sketch how they interpret the emotions expressed in the face and where they think the emotions are felt in the body – if they think emotions have a particular shape or color. The images can be copied and sketched in different sizes, moulded and used for discussions, exercises or for memory purposes. These materials are much appreciated among adults and children alike.

## EDUCATION

How do we create EQ relations and get people to feel good together, both young and old? What do you need to know about brain development, emotions and communication to best deal with and nurture children's development? Our training courses are experience-based, featuring practical exercises with concrete tools and models. We evaluate and adapt expertise gained from research and proven experience to gain optimum development, both together and as individuals. We also customize training courses.

## CHILDREN'S THEATRE

In the Nordic countries Friendly can also be ordered as children's theatre or as a drama session at your preschool or elementary school. Here, the children can meet a living Friendly to assist them in discovering, exploring and developing together.

## FRIENDY ON FACEBOOK AND INSTAGRAM

Friendly's Facebook page is a forum with feeling. Here, you will find tips and suggestions as to how you can respond to children's emotions, thoughts and various behaviours. Follow us on [facebook.com/friendlydoll](https://www.facebook.com/friendlydoll) or [instagram.com/friendlydoll](https://www.instagram.com/friendlydoll)

”Very comfortable rhythm and pace. A great learning environment. I've never attended a lecture that offered so much solid knowledge. It provided keys to unlock my personal development, and tools for my leadership.”

**Anne-Christine Svahn**, Principal, Haldagsskolan Rullen

”I recommend all educators to read Maria-Pia Gottberg's books. The information is easy to access and offers opportunities for practical use. They have given me inspiration and excellent tools to use both in the children's group and in my staff group.”

**Maria Letzén**, Pedagogical Coach and former Preschool Principal

”The confidence that Maria-Pia gave me and the other participants pervaded the entire course, and 'compelled' me to recognize my own skills and develop in the direction I wanted.”

**Marie Czatis**, Teacher in Örebro, Sweden, and certified EQ Supervisor by Maria-Pia Gottberg

”This training course made me realize how important my role is both as a parent and educator. It has developed me as a person and has opened a whole new world for me...”

**Kicki Holmberg**, Preschool Teacher in Österåker, Sweden, and certified EQ Supervisor by Maria-Pia Gottberg

”I believe that most of us who work with children share my conviction that the most important part of our job is to focus on social and emotional training. That's why it feels like a dream come true to find a ready-made concept based on scientific research. It allows us to start working immediately and what's even better is that it makes it easy for us to show parents what we do and why.”

**Kristin Roxström**, Family Day-Carer in Nacka, Sweden, and certified EQ Supervisor by Maria-Pia Gottberg

”It became an evening that well matched our high expectations. The conversation among colleagues started on our way home from the evening. A day later, we had tested our new knowledge and skills and it worked! We are confident that this way of working enriches the children's preschool time and that the conscious efforts of teachers make a difference. We look forward to our continuing work. Thank you for sharing your life's wisdom and for so skillfully entitling children to their feelings. Another effect of the lecture was that I now also listen to the thoughts of adults about their childhood and how it affects them today. It's never too late to change.”

**Eva Nordh**, Preschool Manager in Jönköping County, Sweden

The Friendly concept is continually evolving and advancing. The easiest to stay informed about our offering is through the website [www.friendly.se](http://www.friendly.se) where you can also sign up for our newsletter. If you want the English version, please send us an e-mail. If you wish to book a lecture, training course or individual coaching, please e-mail: [info@friendly.se](mailto:info@friendly.se)



Foto: Stefan Berg

## FRIENDY - SING ALONG WITH FRIENDY

1. **Happy** - song Bianca Karlberg and Molly XX
2. **Sulky** - song Linus Forsell
3. **Sad** - song XX
4. **Angry** - song Mira Nordström
5. **Afraid** - song Linus Forsell
6. **Calm** - song Martina Carlstedt
7. **Hi Friendly** - XX

### MUSICIANS:

Martin Andersson - guitar, bass, keyboard and programming.  
Pontus Söderqvist - keyboard  
Andreas Andersson - saxophone and flute

A special thanks to Pontus Söderqvist for editing and brilliant keyboard play, and to Andreas Andersson for fabulous brass arrangements.

Anna Eriksson Skarin has written words and music. Martin Andersson has co-written the music and produced. The music is recorded and mixed by Martin at Homestudio Svavelsö.

The music is available via streaming services such as Spotify and iTunes store. Please send us an e-mail at [info@friendly.se](mailto:info@friendly.se) should you have any problems locating it and we will be happy to help!



# FRIENDy

MAKE FRIENDS WITH  
YOUR FEELINGS

## Emotions are information to ourselves, from ourselves, about ourselves.

It is healthy to stay in touch with your feelings and accept them as part of life. Children who are allowed to express their feelings, and who gain help in interpreting and verbalizing their experiences are far better equipped to meet setbacks in life than those who are not permitted to do so. As adults, we can help children in their development by acknowledging their feelings and by not hesitating to deal with their troublesome emotions.

Together with the music "Sing Along with Friendly" this book is a practical and easy-to-use tool that makes it easy and fun to explore children's emotional life and strengthen their emotional skills. No previous knowledge is required.

### To you as educators

For those who already work with Friendly, this simply involves integrating the music and the material in the exercises with the dolls at preschool or elementary school. If you don't have the dolls, you can work independently using the music and exercises in this book. The music facilitates learning; The message reaches its target directly, and experience proves that both children and adults enjoy the music.

### Till dig som är förälder eller närstående

När du och ditt barn läser berättelserna och sjunger med och pratar om budskapen på skivan får ni meningsfulla stunder tillsammans där du hjälper ditt barn att lära sig att tolka och sätta ord på sina känslor. Det stärker barnets förmåga till empati och självkänsla vilket skapar bra förutsättningar för att bygga goda relationer i livet.

*Friendly is a unique doll with six emotions: happy, angry, afraid sad, sulky and calm. Although six different emotions are involved, the idea is that Friendly is a character who - just like us - carries all these emotions within itself.*



E-mail: [info@friendly.se](mailto:info@friendly.se)  
Phone: +46 70 517 37 62  
Web: [friendly.se](http://friendly.se)  
Facebook: [facebook.com/Friendlydoll](https://facebook.com/Friendlydoll)  
Instagram: [Instagram.com/friendlydoll](https://Instagram.com/friendlydoll)

FRIENDY & CO.  
[www.friendly.se](http://www.friendly.se)

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