

The Rules of the Kingdom of Feelings Card - information

The purpose of establishing the Rules of the Kingdom of Feelings is to facilitate group activities and to create a framework in which the children can express their feelings – that is, principles that help pay attention to the social aspect and the context in which we experience feelings, as well as to indicate which behaviour we can or cannot afford to display. We show desirable behaviour, but also talk about undesirable behaviour.

The final wording of the rules should be agreed with the children so that they can fully understand them. In the episodes (from the 2nd to the 8th) we propose one-task rules, but we explain what they are intended for, so that the children know what the purpose of introducing each of them is. Adjust the way you formulate and justify the rules to suit your group's abilities.

The Rules of the Kingdom of Feelings is a special card, which is attached to the scenery board in a visible place and is supplemented with the rules, introduced one by one. Although most pre-school children can't read yet, it is important that they know what you are referring to, remembering the rules applied during the classes, so that they can feel that they have participated in creating them.

| THE EPISODE | SUGGESTED RULE | THE INTENTION OF THE RULE |
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| 1. | We listen to each other. | The children know what it means to listen to someone and can recognise whether someone is listening to them or not. They recognise behaviour that indicates that they are not listening to someone. They also create the rule that when someone speaks and they want to say something, they do not interrupt the classmate, but let the teacher know, e.g. by raising their hand, and wait to be allowed to speak. |
| 2. | We try to be cordial towards each other and we do not force anyone to act against their will. | Each of us has different needs and sensitivity, so different ways of showing empathy can help us. It is important not to do anything by force – not force anyone to go and be brave, not ridicule, blackmail or bribe, but give a person the time to overcome their intimidation and show understanding and kindness. |
| 3. | We show happiness but we remember that we are not alone. | We have the right to express joy, but we take into account the fact that there are other people around us and we should make sure not to disturb them because they have the right to peace and quiet and their sensitivity to noise may be different from ours. |
| 4. | We can do a lot of things, but we also remember about our own safety and the safety of others. | We act carefully. Being active is very important and satisfying but we are careful not to hurt ourselves or others. |
| 5. | We have the right to experience sorrow in our own way. | We have the right to experience feelings in our own way and we don't have to try to change our behaviour because someone would want us to. We oppose such suggestions as – lighten up, don't be sad. |
| 6. | Together we look for ways to express our feelings. | Together we can look for ways to express our feelings. Sharing with others and experiencing feelings together allows a person to know that they are not alone. The presence of other people can be comforting and uplifting. |
| 7. | We control our anger. | It is important to learn to control ourselves, our behaviour, without taking away the right to feel the emotions that appeared in us at a given moment. We can express our anger in a way that is acceptable to the environment; we can use our energy well to act. |

THE RULES OF THE KINGDOM OF FEELINGS

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| 4. | • • • | • • • | • • | • • • | • • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • | • • | • | • • | • • | • • | • | • • | • • | • • | • • | • • | • |
| 5. | • • • | • • • | • • | • • • | • • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • |
| 6. | • • • | ••• | • • | • • • | • • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • | • • | • | • • | • • | • • | • • | • • | • • | • • | • • | • • | • |
| 7. | • • • | • • • | • • | • • • | | | | • • | • | • • | • • | • • | • | • • | • • | • | • • | • (| • | • • | • | . • | • • | • | • | • • | • • | • |