

Alphabet in Action: Feelings, Movement & Calm



Helping children connect letters with feelings, movement, calm and everyday coping skills.

Child Activity Notes

Child's Name	
Date	
Review Date	
Preferred Activities	
Strengths	
Current Support Goals	
Helpful Calming Strategies	
Notes	

Assessment & Progress Section

Initial Assessment Skill	Not Yet	Emerging	Developing	Independent
Can identify feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify body awareness words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can imitate movement actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can participate in animal movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify or practice social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can participate in sensory activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use or choose a calming strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use this initial assessment to note the child's starting point across the main skill areas. Mark the level that best fits current participation, understanding or independence.

ABC Mastery Checklist

Letter	Recognizes	Matches	Demonstrates	Independent
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Feelings Tracker

Feelings Skill	Observed	Notes
Can identify own feelings	<input type="checkbox"/>	
Can identify others' feelings	<input type="checkbox"/>	
Can match a feeling to a body signal	<input type="checkbox"/>	
Can identify a coping strategy	<input type="checkbox"/>	
Can request help or support	<input type="checkbox"/>	

Social Skills Tracker

Social Skill	Practiced	Notes
Asking	<input type="checkbox"/>	
Waiting	<input type="checkbox"/>	
Sharing	<input type="checkbox"/>	
Taking turns	<input type="checkbox"/>	
Listening	<input type="checkbox"/>	
Greeting	<input type="checkbox"/>	
Helping	<input type="checkbox"/>	
Problem solving	<input type="checkbox"/>	

My Calm Plan

When I feel... I can try...

Angry

Sad

Nervous

Frustrated

Things that help me: Movement Nature Quiet space Music Talking Drawing

How to Use This Pack

This resource is designed for families, educators, support workers, caregivers and anyone supporting children's emotional learning, movement, regulation, communication and life skills. It can be used flexibly at home, in learning environments or support sessions during play or as part of a simple activity routine.

1. **Choose a letter.** Start with one letter of the day, a child's name initial or a letter connected to a current theme.
2. **Pick one or more categories.** Select from movement actions, body awareness, animal movement, feelings, social skills, sensory activities and calming nature words.
3. **Model the word and action.** Say the letter and word clearly, show the action or meaning and invite children to copy or respond in their own way.

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4. **Extend the learning.** Ask a simple question, make a short sentence, act it out, draw it or connect it to a real-life example.

Tip: Keep activities short, playful and adaptable. Children can participate through movement, pointing, speaking, drawing, choosing or observing.

Feelings and Behavior Quick Routine

Use this simple routine to connect a letter to emotional awareness, behavior and a helpful response children can practice right away.

See the Letter: Show the letter, write it, trace it in the air or point to it on the page.

1. **Name the Feeling or Skill:** Choose a feelings word, behavior or social skill from the pack, such as calm, mad, brave, kind, share, help or take turns.
2. **Show It Safely:** Invite children to show the feeling or behavior with a safe facial expression, body pose, gesture or quiet movement.
3. **Practice a Helpful Response:** Model a simple sentence or strategy children can use, such as “I can take a breath” “I can ask for help” or “I can take turns.”

Example: M → Mad → Show a mad face or body safely → “When I feel mad, I can take a breath.”

Sample Mini-Lesson: Letter B

Use this short sample lesson to show how one letter can connect movement, body awareness, feelings, social skills, calming nature and sensory play.

1. **Introduce the letter:** “Today’s letter is B. B says /b/.” Invite children to trace a big B in the air.
2. **Movement action:** Blink your eyes slowly, then quickly. Ask, “Can you blink like a bear waking up?”
3. **Animal connection:** Pretend to be a bear. Children can stomp, stretch, crawl or make a quiet bear pose.
4. **Feeling word:** Talk about being brave. Ask “When do you feel brave?” Children can show a brave body pose.
5. **Nature word:** Buzz like a bee and move gently around space or in place.
6. **Social skill:** Practice “Be kind” by naming one kind thing to say or do.
7. **Sensory activity:** Bounce a ball, bounce on toes or bounce hands gently on knees.

Wrap-up: Ask children to choose their favorite B word from the lesson and use it in a sentence, drawing, movement or gesture.

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Blank Mini-Lesson Template

Use this template to plan a quick alphabet-based activity using any letter from the pack.

Lesson Item	Plan
Letter	C
Sound	/c/ as in clap
Movement Action	Clap a steady rhythm together.
Body Awareness	Cheek — point to or gently tap cheeks.
Animal	Cat — stretch, crawl, or make quiet cat movements.
Feeling Word	Calm — take one slow breath and show a calm body.
Nature Word	Cloud — float arms slowly like clouds moving.
Social Skill	Communicate — practice saying “Can I have a turn?”
Sensory Activity	Create — build or draw something that starts with C.
Wrap-up Question or Activity	What C word did you like best? Show it with a movement or picture.

Optional extension: Invite children to draw the word, act it out, use it in a sentence or connect it to something in their own life.

Additional Example Mini-Lesson: Letter H

Lesson Item	Plan
Letter	H
Sound	/h/ as in hop
Movement Action	Hop in place three times, then freeze.
Body Awareness	Head — gently point to the head and nod.
Animal	Horse — gallop slowly or make gentle horse steps.
Feeling Word	Happy — show a happy face or happy body pose.
Nature Word	Hill — move arms up and down like climbing a hill.
Social Skill	Help — name one way to help another person.
Sensory Activity	Hear — listen to a sound nearby and describing it.
Wrap-up Question or Activity	Which H word was your favorite? Say it, act it out or draw it.

Additional Example Mini-Lesson: Letter S

Lesson Item	Plan
Letter	S
Sound	/s/ as in stomp
Movement Action	Stomp softly three times, then freeze like a statue.
Body Awareness	Stomach — place hands gently on the stomach and take a slow breath.
Animal	Snake — slither arms side to side or move like a quiet snake.
Feeling Word	Sad — name one thing that can help when someone feels sad.
Nature Word	Sun — stretch arms wide like sunshine.

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Social Skill	Share — practice offering a toy, turn, or idea to another person.
Sensory Activity	Smell — smell a safe item nearby and describe it with one word.
Wrap-up Question or Activity	Which S word can you show with your body? Act it out for others.

Additional Example Mini-Lesson: Letter T

Lesson Item	Plan
Letter	T
Sound	/t/ as in tickle
Movement Action	Tickle fingers gently in the air, then freeze hands on knees.
Body Awareness	Tummy — place hands gently on the tummy and take a slow breath.
Animal	Tiger — stretch, prowl slowly or make quiet tiger paws.
Feeling Word	Thankful — name one person, place or thing you feel thankful for.
Nature Word	Tree — stand tall like a tree and sway gently in the wind.
Social Skill	Take Turns — practice saying, “Your turn” and “My turn.”
Sensory Activity	Touch — touch a safe object and describe how it feels.
Wrap-up Question or Activity	Which T word can you show with your body, voice or drawing?

Additional Example Mini-Lesson: Letter M

Lesson Item	Plan
Letter	M
Sound	/m/ as in March
Movement Action	March in place while counting four steady beats.
Body Awareness	Mouth — make a quiet smile, then say the /m/ sound.
Animal	Mouse — tiptoe quietly like a little mouse.
Feeling Word	Mad — name one safe way to calm down when feeling mad.
Nature Word	Mountain — reach arms high like a tall mountain peak.
Social Skill	Manners — practice saying “please” and “thank you.”
Sensory Activity	Mix — pretend to stir or mix materials in a bowl.
Wrap-up Question or Activity	Which M word can you say, move or draw?

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Movement Actions

Body Awareness

Use these words to help children notice where feelings and body signals may show up. Body awareness supports emotional literacy by helping children connect sensations, posture, breathing, voice and movement with how they feel.

A-Arm

B-Back

C-Cheek

D-Digits (fingers or toes)

E-Elbow

F-Foot

G-Grounded Feet

H-Head

I-Index Finger

J-Jaw

K-Knee

L-Leg

M-Mouth

N-Nose

O-Open Eyes

P-Palm

Q-Quiet Body

R-Ribs

S-Stomach

T-Tummy

U-Upper Arm

V-Voice

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W-Waist

X-X-Cross Arms on Chest

Y-Yourself

Z-Zone Check-In

Animal Movement for Healthy Bodies

Animal movements help children move their bodies, build coordination, use imagination and connect learning with playful physical activity. These actions can be calm, energetic, gentle or grounding depending on the child's needs and the space available.

A-Ant

B-Bear

C-Cat

D-Dog

E-Elephant

F-Frog

G-Goat

H-Horse

I-Iguana

J-Jellyfish

K-Kangaroo

L-Lion

M-Mouse

N-Newt

O-Owl

P-Penguin

Q-Quail

R-Rabbit

S-Snake

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T-Tiger

U-Urchin

V-Vulture

W-Wolf

X-X-ray Fish

Y-Yak

Z-Zebra

Animal Movement: Practice Examples

Use these animal movement ideas to help children build coordination, strength, balance, imagination and body awareness while keeping the activity playful and safe.

- **Ant:** Crawl slowly or carry a small safe object like a busy ant.
- **Bear:** Walk with slow, heavy steps or stretch like a bear waking up.
- **Cat:** Stretch the back, crawl softly or make quiet cat paws.
- **Dog:** Move on hands and knees, wag, stretch or practice a gentle downward-dog pose.
- **Elephant:** Swing one arm like a trunk while taking big, slow steps.
- **Frog:** Squat low and do small frog jumps or frog stretches.
- **Goat:** Step carefully over pretend rocks and practice balance.
- **Horse:** Gallop in place or make slow, steady horse steps.
- **Iguana:** Crawl low and slowly, then pause and look around.
- **Jellyfish:** Float arms gently up and down like jellyfish tentacles.
- **Kangaroo:** Hop forward, backward or in place with soft knees.
- **Lion:** Stretch wide, take a deep breath and make a quiet lion pose.
- **Mouse:** Tiptoe quietly and make the body small.
- **Newt:** Wiggle slowly on the floor or move arms like a tiny newt.
- **Owl:** Turn the head gently side to side and practice quietly watching.
- **Penguin:** Waddle with feet close together and arms by the sides.
- **Quail:** Take quick tiny steps, then freeze and listen.
- **Rabbit:** Do small bunny hops or curl up quietly like a resting rabbit.
- **Snake:** Slither arms side to side or move slowly like a quiet snake.
- **Tiger:** Prowl slowly, stretch or make soft tiger paws.
- **Urchin:** Curl into a small shape, then slowly open the body.
- **Vulture:** Spread arms wide and glide slowly through the available space.
- **Wolf:** Walk with strong steps, pause and listen carefully.
- **X-ray Fish:** Swim arms gently through the air and notice body movement.

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- **Yak:** Take strong mountain steps and practice steady balance.
- **Zebra:** Gallop, step or freeze like a zebra on the lookout.

Feelings

Feelings words help children name emotions, notice body signals, and understand that all feelings are okay. This section can be used to support emotional awareness, safe expression, communication and simple coping strategies.

A-Angry

B-Brave

C-Calm

D-Disappointed

E-Excited

F-Frustrated

G-Grateful

H-Happy

I-Interested

J-Joyful

K-Kind

L-Lonely

M-Mad

N-Nervous

O-Optimistic

P-Proud

Q-Quiet

R-Relaxed

S-Sad

T-Thankful

U-Upset

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V-Valued

W-Worried

X-eXcited

Y-Yearning

Z-Zesty

Feelings: Practice Examples

Use these examples to help children connect feeling words with body awareness, safe expression and simple coping or communication strategies.

- **Angry:** Stomp feet safely, then practice saying, "I need a break."
- **Brave:** Stand tall, take a breath and try one small challenge.
- **Calm:** Put hands on the tummy and take three slow breaths.
- **Disappointed:** Name what did not happen and choose one next step.
- **Excited:** Show excited hands or body, then practice using a just-right voice.
- **Frustrated:** Squeeze hands together, breathe out and ask for help.
- **Grateful:** Name one person, place or thing you are glad to have.
- **Happy:** Share one thing that made you happy today.
- **Interested:** Point to something you want to learn more about and ask a question.
- **Joyful:** Show joy with a smile, gentle jump, clap or happy body movement.
- **Kind:** Name one kind thing you can say or do for someone.
- **Lonely:** Practice asking, "Can I play with you?" or "Can I sit with you?"
- **Mad:** Show a mad face safely, then practice saying, "I can take a breath."
- **Nervous:** Name one worry and choose one safe person to ask for support.
- **Optimistic:** Say one hopeful thought, such as "I can try again."
- **Proud:** Say one thing you tried, learned or did well.
- **Quiet:** Practice a quiet body, quiet hands, or quiet breathing for a few seconds.
- **Relaxed:** Drop shoulders, soften hands and take one slow breath.
- **Sad:** Name the feeling and choose comfort, such as a hug, quiet time or drawing.
- **Thankful:** Name one person, place or thing you appreciate.
- **Upset:** Say what happened, name the feeling and choose one calming step.
- **Valued:** Say one thing that makes you important, loved or included.
- **Worried:** Put the worry into words and practice, "I can ask for help."
- **eXcited:** Notice high energy, then practice slowing the body with one breath.

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- **Yearning:** Name something you really want and practice waiting, asking or planning.
- **Zesty:** Move with bright energy, then pause and check what your body needs.

Feelings: Coping Prompts

Use these simple prompts to help children move from naming a feeling to choosing a safe, helpful response. Prompts can be spoken, pointed to, drawn, acted out or adapted for each child's communication style.

- **When I feel angry,** I can pause, stomp safely or ask for a break.
- **When I feel brave,** I can try one small step.
- **When I feel calm,** I notice my breathing and body.
- **When I feel disappointed,** I can name what happened and choose what to do next.
- **When I feel excited,** I can use a just-right voice and slow my body.
- **When I feel frustrated,** I can breathe out and ask for help.
- **When I feel lonely,** I can ask to join, sit near someone or choose a comforting activity.
- **When I feel mad,** I can take a breath, use safe hands, or move to a calm space.
- **When I feel nervous,** I can tell a trusted person and try one calming breath.
- **When I feel proud,** I can name what I worked hard on.
- **When I feel sad,** I can ask for comfort, draw, rest or talk to someone.
- **When I feel worried,** I can say the worry out loud and ask for help.

Calming Nature and Grounding Words

Use these nature words to support calming, grounding, imagination and body regulation. Children can connect each word to breathing, gentle movement, observation or a peaceful image.

A-Acorn

B-Bee

C-Cloud

D-Daisy

E-Earth

F-Flower

G-Grass

H-Hill

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I-Island

J-Jungle

K-Kelp

L-Leaf

M-Mountain

N-Nest

O-Ocean

P-Pinecone

Q-Quartz

R-Rainbow

S-Sun

T-Tree

U-Universe

V-Valley

W-Waterfall

X-Xylem

Y-Yard

Z-Zinnia

Calming Nature: Practice Examples

Try these simple examples to help children use nature words as calming prompts, grounding activities or gentle movement ideas.

These prompts help children use nature images as simple regulation tools. A word like tree can support grounding, ocean can guide slow breathing, cloud can encourage gentle movement, and waterfall can help children imagine worries moving away.

- **Acorn:** Curl up small like an acorn, then slowly grow tall like a tree.
- **Bee:** Hum softly like a bee and feel the vibration in the body.
- **Cloud:** Float arms slowly while taking a soft breath in and out.
- **Daisy:** Pretend to smell a daisy with a slow inhale, then breathe out gently.
- **Earth:** Press feet into the floor and say, "I am here."

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- **Flower:** Open hands like petals while taking a calm breath.
- **Grass:** Wiggle fingers like grass moving in the wind.
- **Hill:** Move hands slowly up and down like climbing and resting.
- **Island:** Imagine a quiet island and name one safe, peaceful place.
- **Jungle:** Listen quietly and name one sound you might hear in a calm jungle.
- **Kelp:** Sway arms gently side to side like kelp moving in water.
- **Leaf:** Sway gently side to side like a leaf in the breeze.
- **Mountain:** Stand tall and still, then take one steady breath.
- **Nest:** Make a cozy shape with arms and name one thing that helps you feel safe.
- **Ocean:** Move hands like waves while breathing slowly.
- **Pinecone:** Hold hands closed like a pinecone, then slowly open them.
- **Quartz:** Notice something shiny, smooth, or still and describe it with one word.
- **Rainbow:** Trace a rainbow shape in the air and name one color you see.
- **Sun:** Stretch arms wide like sunshine and name one warm or happy thought.
- **Tree:** Stand tall, feel feet on the floor and sway gently.
- **Universe:** Take a slow breath and imagine lots of space around the body.
- **Valley:** Move hands down low, then slowly lift them back up.
- **Waterfall:** Move hands downward slowly and imagine worries washing away.
- **Xylem:** Pretend calm water is moving slowly up through a plant.
- **Yard:** Name one thing you can see outside or imagine in a peaceful yard.
- **Zinnia:** Open hands like a bright flower and choose one kind word to say.

Social Skills

A-Ask

B-Be Kind

C-Communicate

D-Discuss

E-Encourage

F-Friendship

G-Greet

H-Help

I-Include

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J-Join

K-Kindness

L-Listen

M-Manners

N-Negotiate

O-Observe

P-Participate

Q-Quiet Listening

R-Respect

S-Share

T-Take Turns

U-Understand

V-Validate

W-Welcome

X-eXplain

Y-You Can Help

Z-Zoom In and Listen

Social Skills: Practice Examples

Use these examples to turn social skill words into short, practical moments children can practice at home, in learning environments, in support sessions or during everyday routines.

- **Ask:** “Can I have a turn?” or “Can you help me?”
- **Be Kind:** Say something kind, offer help, or use gentle hands.
- **Communication:** Use words, gestures, pictures or pointing to share a need or idea.
- **Help:** Pick up one item, hold a door or ask, “Do you need help?”
- **Include:** Invite someone to join: “Do you want to play too?”
- **Listen:** Look toward the speaker, keep a quiet body and wait for a turn to talk.
- **Share:** Offer a toy, space, material or idea to someone else.

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- **Take Turns:** Practice saying, “Your turn” and “My turn.”
- **Welcome:** Say hello, wave, smile or make space for someone to join.
- **Zoom In and Listen:** Pause, notice the speaker and listen to one important detail.

Sensory Activities

A-Arrange

B-Bounce

C-Create

D-Dig

E-Explore

F-Feel

G-Gather

H-Hear

I-Investigate

J-Jiggle

K-Knead

L-Look

M-Mix

N-Notice

O-Observe

P-Pour

Q-Question

R-Roll

S-Smell

T-Touch

U-Uncover

V-View

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W-Watch

X-eXamine

Y-Yield

Z-Zoom

Sensory Activities: Practice Examples

Use these examples to turn sensory words into simple, safe activities that help children notice, explore, describe and regulate their bodies and surroundings.

- **Arrange:** Sort blocks, toys, cards or natural items by color, size, shape or type.
- **Bounce:** Bounce a ball, bounce on toes or gently bounce hands on knees.
- **Create:** Draw, build, mold or make something using safe materials.
- **Dig:** Dig in sand, soil, rice, beans or a sensory bin with hands or tools.
- **Explore:** Look closely at an object and describe what you notice.
- **Feel:** Touch a safe texture and describe it as soft, rough, smooth, bumpy, warm or cool.
- **Gather:** Collect a few safe items, then count, sort or compare them.
- **Hear:** Listen to one sound nearby and describe whether it is loud, quiet, high, low, fast or slow.
- **Investigate:** Ask “What do you notice?” or “What do you think will happen?”
- **Jiggle:** Jiggle hands, feet, shoulders or a soft toy, then pause and notice how the body feels.
- **Knead:** Knead playdough, clay, or soft dough-like material.
- **Look:** Find something that matches color, shape, letter or pattern.
- **Mix:** Stir safe materials together, such as water and food coloring, pretend soup or craft materials.
- **Notice:** Name one thing you see, hear, feel, smell or wonder about.
- **Pour:** Pour water, rice, beans or pom-poms from one container to another.
- **Roll:** Roll a ball, playdough, toy car or body safely on a mat.
- **Smell:** Smell a safe item, such as fruit, a flower or scented playdough and describe it.
- **Touch:** Touch a safe object and describe how it feels.
- **Watch:** Watch bubbles, leaves, water, light or a moving object and describe what happens.
- **Zoom:** Use a pretend magnifying glass, real magnifier or close-looking eyes to examine details.

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Choose a Support Goal

Use this quick chart to choose a section based on what the child may need in the moment.

If the child needs...	Try this section
Help naming emotions	Feelings; Feelings: Practice Examples
A coping sentence or calming response	Feelings: Coping Prompts
Safe movement or energy release	Movement Actions; Animal Movement for Healthy Bodies
Body awareness or noticing body signals	Body Awareness
Grounding, breathing, or calming imagery	Calming Nature and Grounding Words
Practicing communication or kindness	Social Skills; Social Skills: Practice Examples
Sensory exploration or regulation	Sensory Activities; Sensory Activities: Practice Examples
A quick full activity	Feelings and Behavior Quick Routine; Mini-Lesson Examples

Usage Tips

Use these tips to keep the activities simple, supportive and flexible for different children, ages, spaces and communication styles.

- **Start small:** Choose one letter, one word or one activity at a time.
- **Follow the child's pace:** Pause, repeat, simplify or stop when needed.
- **Offer choices:** Let children choose between two words, movements or calming prompts.
- **Model first:** Show the action, feeling face, sentence or coping strategy before asking the child to try.
- **Keep it safe:** Use gentle movements, safe materials and enough space for the activity.
- **Accept different responses:** Children may participate by moving, speaking, pointing, drawing, watching, gesturing or listening.
- **Connect to real life:** Use examples from everyday routines, play, transitions, waiting, sharing or calming down.
- **Repeat often:** Familiar words and routines can become helpful tools children return to over time.

Resource Summary

Alphabet in Action is a free, flexible resource that helps children connect letters with feelings, movement, body awareness, social skills, sensory regulation, calming nature words and playful animal movement.

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Each section can be used on its own or combined into short activities that support emotional awareness, healthy body movement, communication, grounding, imagination and everyday coping skills.

Families, educators, coaches, behavior consultants, support workers, caregivers and other child-focused professionals can choose one letter, one word, or one activity at a time to make learning simple, purposeful and meaningful for each child.

Key benefits of the resource:

- **Builds emotional vocabulary** by helping children name feelings from A-Z.
- **Supports emotional regulation** through coping prompts, calming nature words, breathing, grounding and safe expression.
- **Connects learning with movement** using movement actions and animal movements for healthy bodies, coordination and body awareness.
- **Encourages body awareness** by helping children notice where feelings and body signals may show up.
- **Strengthens social skills** with practical examples for asking, helping, sharing, listening, including and taking turns.
- **Supports sensory regulation** through safe activities that help children explore, notice, describe and regulate their bodies and surroundings.
- **Works across settings** because families, educators, support workers, caregivers and other child-focused professionals can use it at home, in learning environments, during support sessions or within routines.
- **Keeps learning flexible and simple** by allowing users to choose one letter, one word, one activity or a full mini lesson at a time.
- **Promotes connection over perfection** by encouraging playful, supportive participation in many forms—movement, words, gestures, drawing, pointing, watching or listening.

Note

This resource is meant to be flexible, accessible and supportive. You do not need to use every section or every letter at once. Choose what fits the child, the goal, the moment and the setting you are in.

The goal is connection and skill-building: helping children notice feelings, move their bodies, practice helpful language and develop small tools for calming, communicating, self-awareness and everyday regulation.

Use the activities with patience, playfulness, professional judgement and encouragement. Every child may participate differently—through movement, words, gestures, drawing, pointing, watching, listening or simply being present.

Professional Disclaimer

This resource is provided for educational, therapeutic skill-building and general support purposes only. It is not a diagnostic tool and is not a substitute for individualized medical, mental health, behavioral, developmental or clinical advice. Families, educators, support workers, caregivers and other professionals should use their judgement and seek appropriate qualified support when a child has specific needs, safety concerns or requires individualized assessment or intervention.

Alphabet in Action Achievement Certificate

Certificate of Participation and Skill Practice

This certificate is proudly awarded to

for participating in

Alphabet in Action: Feelings, Movement & Calm

and for engaging in guided practice that supports:

- ✓ Feelings & Emotional Awareness
- ✓ Healthy Movement & Body Awareness
 - ✓ Social Skills & Communication
- ✓ Sensory Exploration & Regulation
- ✓ Calming & Grounding Strategies
- ✓ Confidence, Learning & Skill Development

Your effort, participation, curiosity, and willingness to practice new skills are something to be proud of.

Keep Growing • Keep Learning • Keep Shining

Date: _____

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