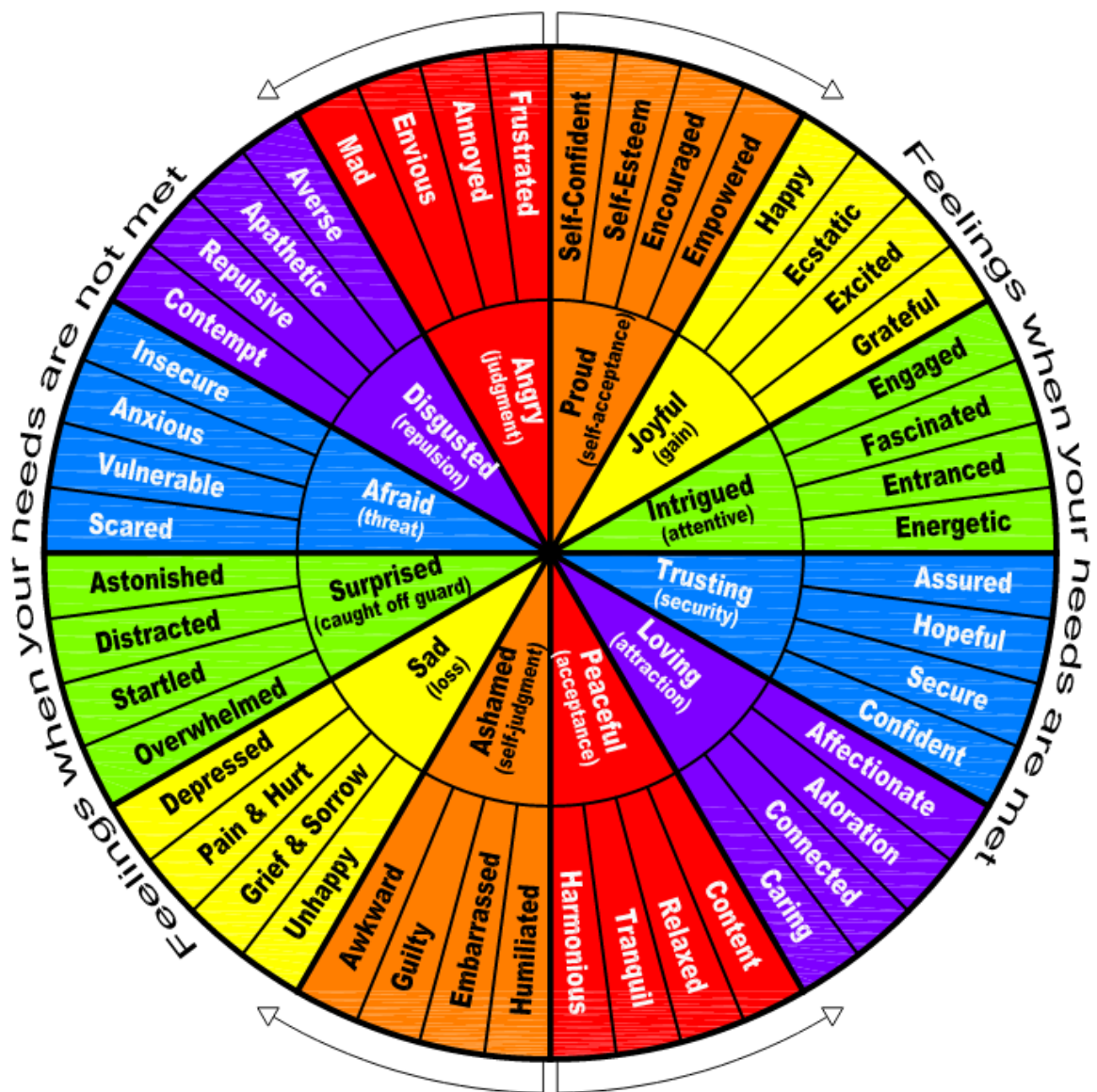


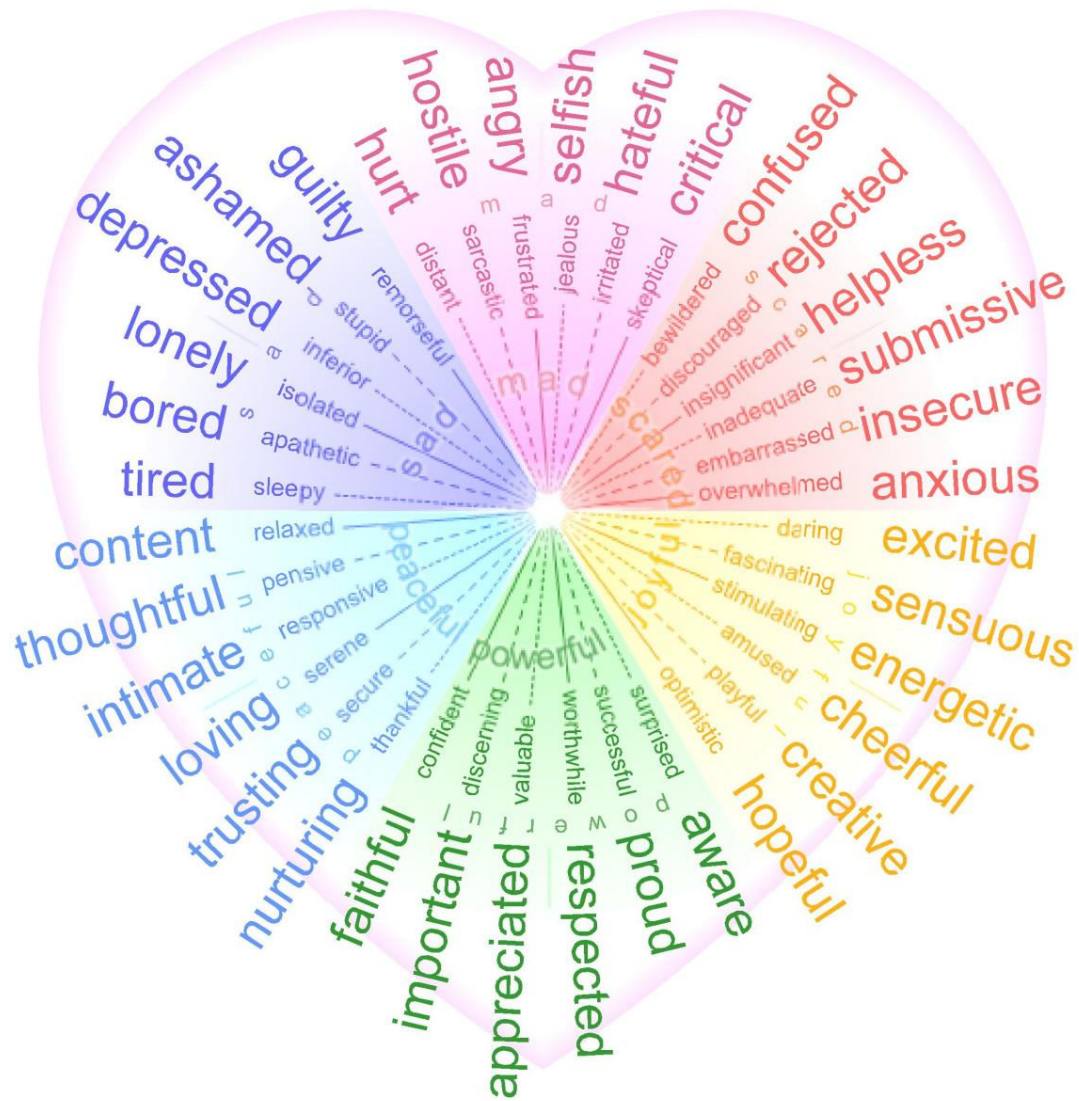
**Figure a.**





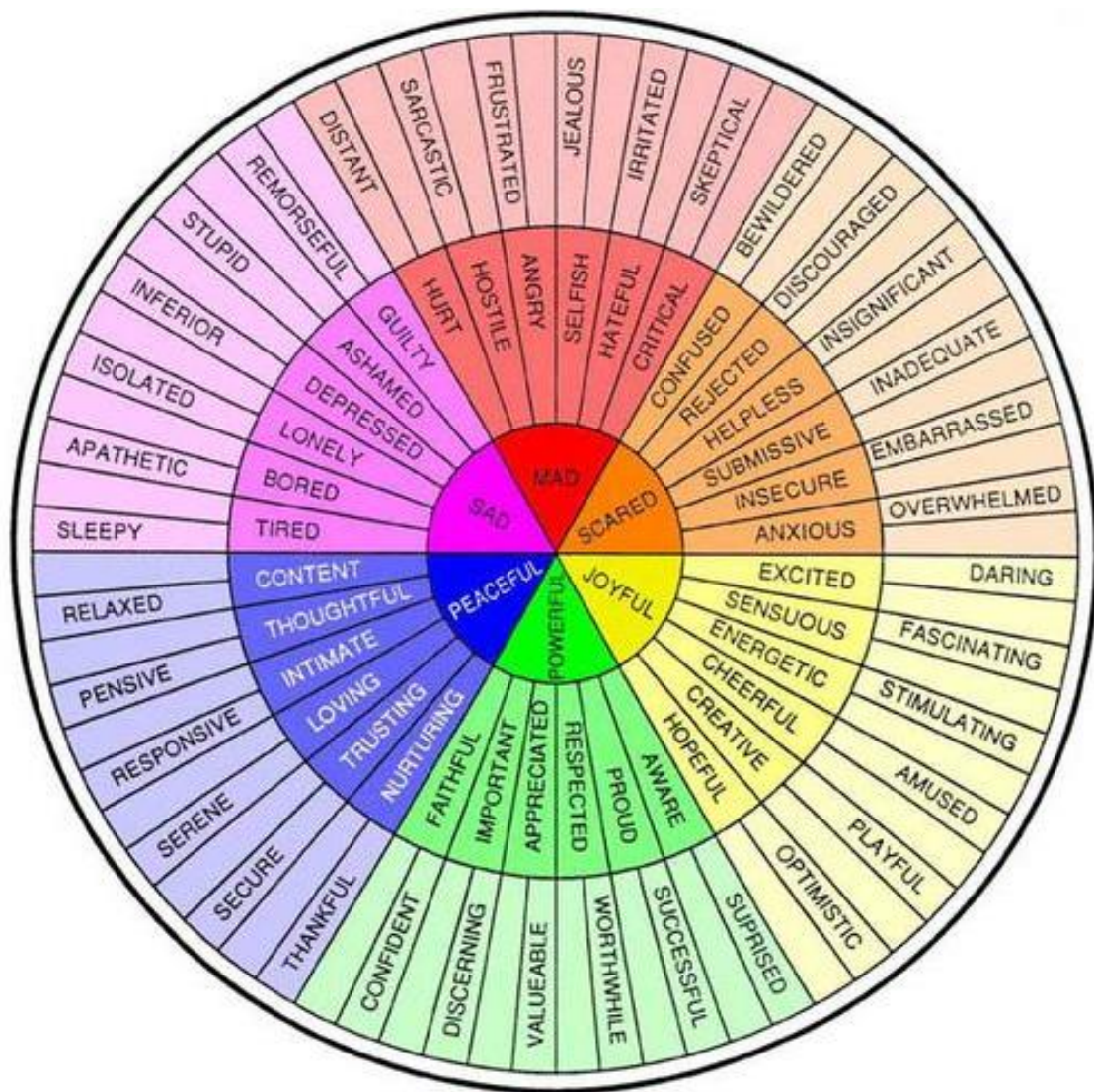
**Figure b.**





**Figure c.**





**Figure d.**



## Feelings Wheels

Feelings wheels can be used to facilitate discussion about how a child is feeling, what has made them feel this way and what is needed in order for them to feel a different way.

For younger children, this might simply mean identifying with one of the faces on the wheel (Fig. a) and then looking at the reasons for this with the worker.

For older children, the wheels have more complex feelings words within them. They depict positive feelings which are experienced when their needs are being met and more negative feelings they may experience when their needs are not met (Fig. c and d). Negative and positive feelings are often placed directly opposite each other on the wheel; for instance sad sits directly opposite joyful. This helps the child visualise what the opposite of their negative feeling is and they can start to think about what needs to happen in order for them to feel better about things.

Feelings wheels are a good tool to use to help children become familiar with emotions words. The words on the wheels are based on life experiences that children may not have had or may not be able to communicate. However, most children are able to identify that they feel core emotions such as happy or sad, even if they cannot identify the cause. Notice that the inner part of the wheels demonstrate core emotions, so even if a child is only able to verbalise they are feeling sad, the outer part of the wheels provide other words and concepts to explore which will help identify where the feeling of sadness comes from. Equally, if a child feels like they don't matter to anyone (insignificant), identifying this shows that the core emotion they are feeling is scared. Identifying the core emotion gives us as workers clues about what we need to work on.