

Explore emotions with

# SASSY JESSY

Activity book for children ages 4 to 8





Sassy Jessy: An activity book for children ages 4-8.  
2022.

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A letter from us to you, the adult:

Sassy is an adjective describing someone who is full of life and spirit. They are often pictured as someone quite cheeky. A sassy personality can be experienced both as rude and lively.

Sassy Jessy is a young snail who is beginning to learn to recognise and control their emotions. Jessy is someone who often reacts very emotionally to changes, obstacles and surprises in life. Often, after the initial reaction to some event Jessy reflects on their reactions and realizes that another approach might have been more appropriate. A lot of the time it's the other characters in Jessy's life who help them to recognize their overreactions and shortcomings. Jessy is very sincere and by no means a mean snail, but like all young children they require support from the adults in their life in order to become aware of their emotions and consequences of their actions.

A lot of the details in the story of Jessy are left for you and the child to decide. We have not described Jessy as a boy or a girl, so if you wish Jessy to have a gender, you may pick what relates to your child best. Same goes for Jessy's friends Cleo and Rene. The adult in Jessy's life is also kept unnamed, so if you wish to present this adult as someone specific, it is up to you as well.

We hope you have a great time reading through the story of Sassy Jessy and completing the activities. Feel free to proceed in any order you wish, but the story is consecutive, beginning from morning and ending in the evening.

Please set all distractions aside. Give the child and this book your full attention. Enjoy!



A letter from us to you, the child:

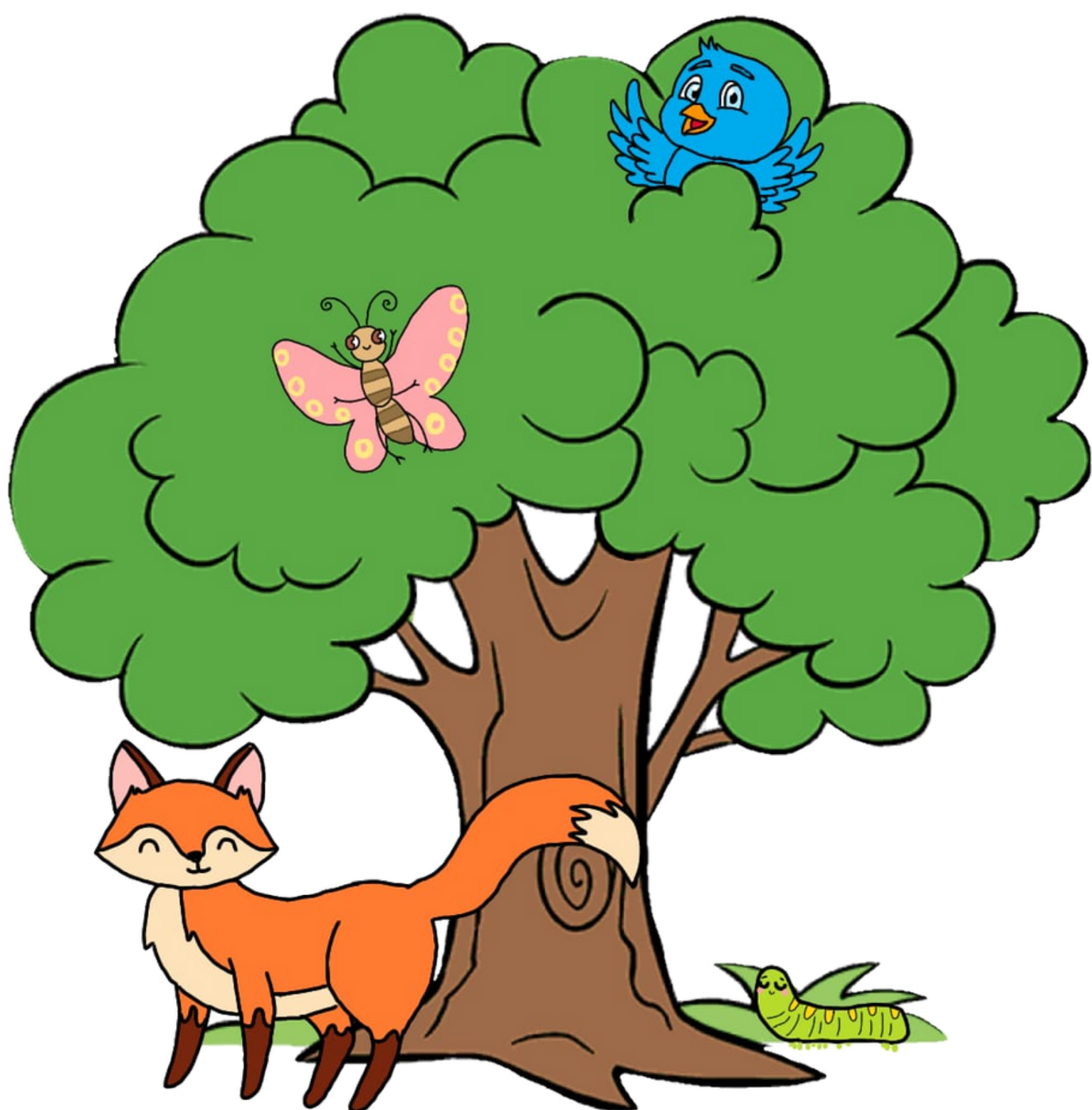
We have created the story of Sassy Jessy to help you understand why different emotions occur. We hope that by listening to the story and by completing the activities you will get to know yourself a bit better, and most of all we hope that you will have fun.

Sassy Jessy is a young snail. Jessy goes to school and has a few friends there. Sometimes Jessy can overreact and do something that they will regret later on. Luckily, Jessy isn't afraid to admit to mistakes and apologizing isn't difficult to Jessy. Maybe you can find a bit of yourself in this young snail.

Jessy has earned the nick name Sassy Jessy from often reacting very emotionally, even if it wasn't really necessary. Sassy means that someone is a bit cheeky, maybe a bit bold, usually very energetic, but sometimes people might think that they are also rude. Sassy can be very good, but sometimes also a bit bad. The most important thing is to learn from your mistakes and that is something Jessy does a lot.

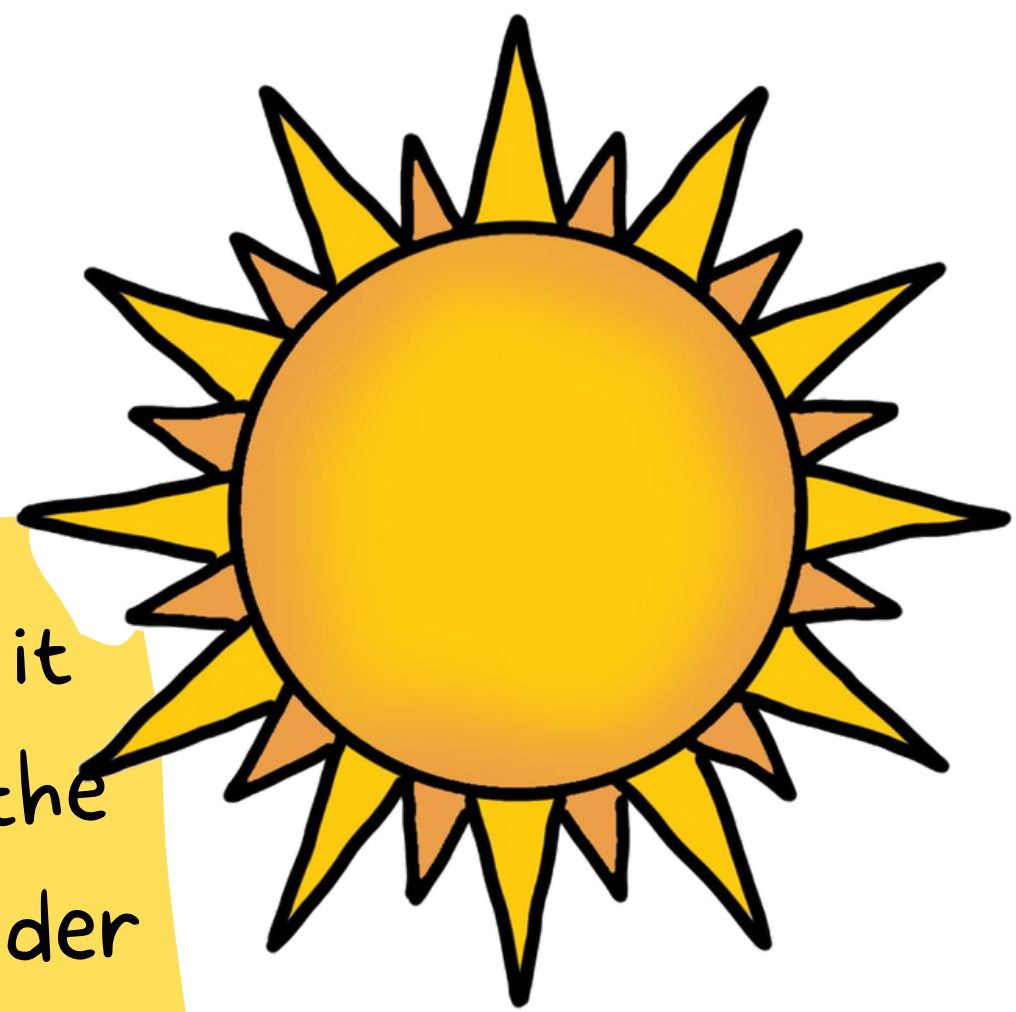
Have fun with Jessy and if you need help, don't be afraid to ask for it. On the last page of the activity book is an emotions wheel. Have a look at it before you begin to pick how you feel at the moment. Enjoy!

Love: Maija, Sara & Carey





# CHAPTER 1



As the morning sun rises up high into the sky, it lights up the bedroom of a young snail. Jessy, the snail is still asleep in his bed, tucked up tight under covers. The joyful sounds of singing of the many small birds outside the bedroom window will surely wake up our sleepy friend. It is spring, and the days are still getting longer and warmer by the day. Outside there are just a few small piles of snow, which have not melted resting on the side of the roads. Today the sky is blue and there is not a cloud to be seen in the sky.



Slowly Jessy sits up, yawning and stretching. A soft brown teddy bear falls out of the bed, onto the floor. "Oh, good morning my Tiny Ted. No reason for you to get out of bed yet", the snail says, picking the teddy up off the floor and tucking it back in his bed. Suddenly, a red round alarm clock begins to ring on the bedside table. It is seven o'clock. Jessy hears a warm greeting from downstairs "Good morning, Jessy. Time to wake up, up you get and come downstairs. Breakfast is on the table waiting for you". Jessy smiles, it feels like a good morning.



What emotion do you think Jessy is experiencing after waking up?

Jessy hops out of bed, and hugs Tiny Ted goodbye before rushing downstairs. On the table in the kitchen sits a steaming bowl of porridge with strawberries and blueberries on top. Next to it a glass of freshly squeezed orange juice. Jessy breathes in the sweet scent of it all. It smells delicious. Jessy quickly tucks into the porridge, as it is soon time to leave for an exciting day of school .



Draw what makes you happy below:



# HAPPINESS ACTIVITIES

1. Think about the time you were really happy.  
What made you happy?

---

---

Now make a happy face and notice:

a. What is your mouth doing?

---

b. How do your eyes look?

---

c. What are your eyebrows doing?

---

d. How does your heart feel?

---

e. What other sensations do you feel in your body?

---

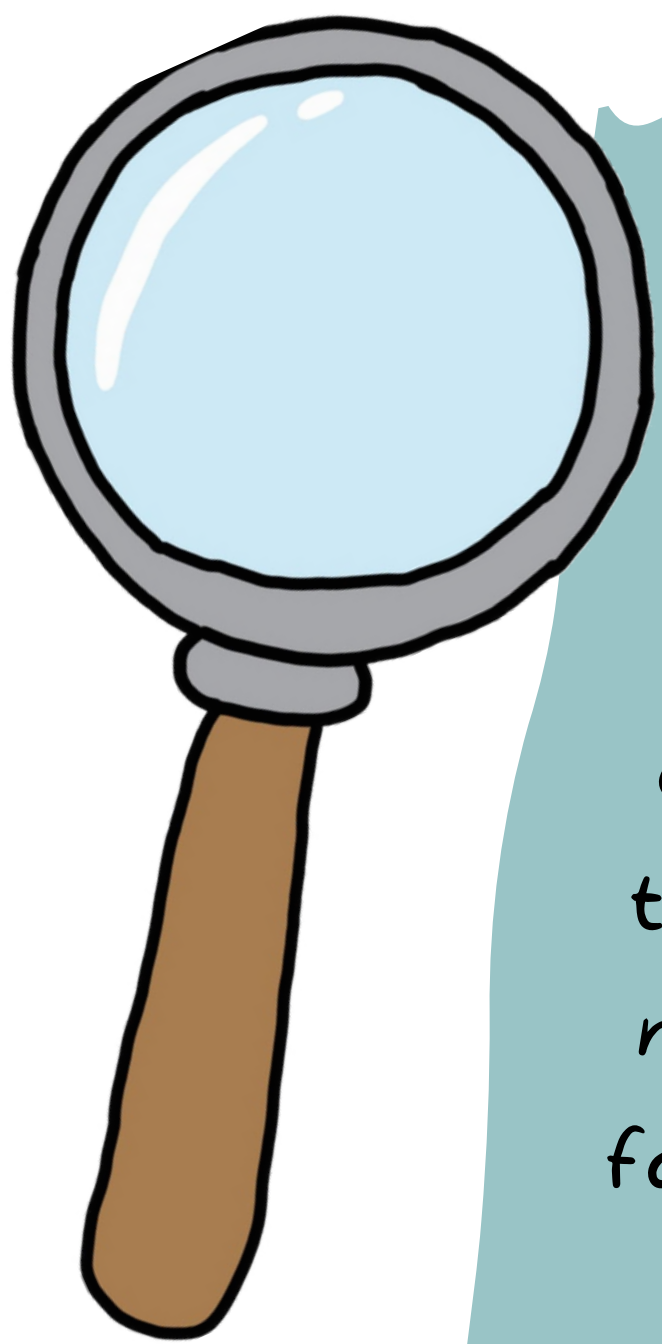


2. Happiness is the best feeling we can have and you have a special super power to make the people around you happy! Whenever you want to, you can put on your mask and become SUPER HAPPY KID, a hero we all need! Plan your next missions by thinking about your special superpowers and how you can use them to make others happy:

Superpower:                      How to use it:

# CHAPTER 2

Jessy hurries into the classroom. Everyone else is already there and the teacher is just about to start the day by wishing everyone a good morning. Jessy sits next to Cleo. They have been assigned as buddies. Jessy has been really looking forward to today. The class is to go explore the outdoors. They will search and collect different plants, insects and other items, anything they can find. They will draw pictures of their living findings and glue what they find from the ground on a big poster. They will then hang those posters up on the wall of the classroom. Each pair of buddies has a notepad, a pen, a map, a plastic bag and a magnifying glass to use. Jessy and Cleo have agreed that Jessy uses the magnifying glass and navigates the map while Cleo will note their findings to the notepad.

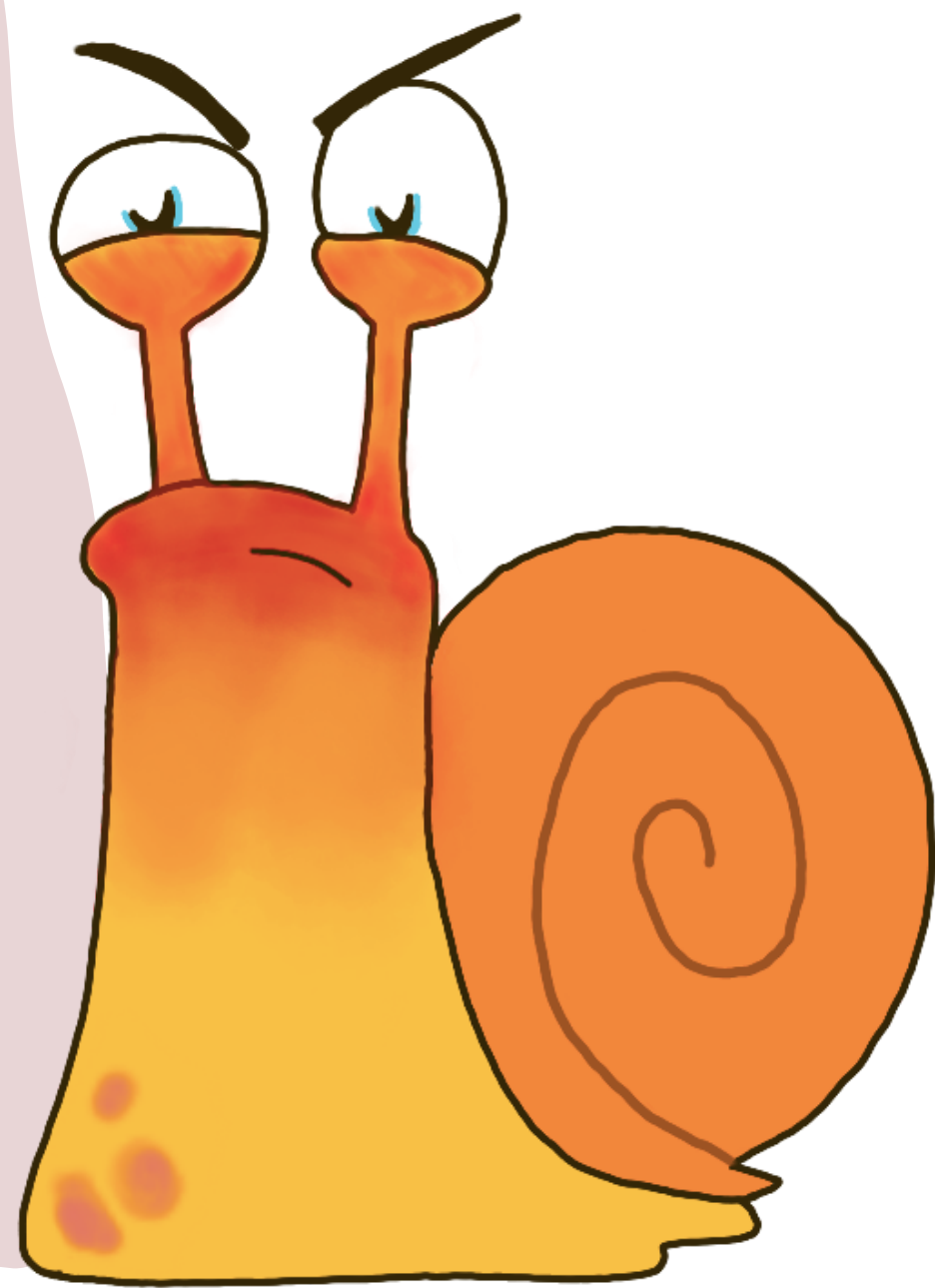


Just as they are about to leave the teacher stops them. "Jessy and Cleo, Rene has no buddy and will be a third member in your group". Rene appears from behind the teacher and looks at them shyly. Cleo smiles at Rene, "Welcome to our group Rene. Which of the tasks would you like to take over?". Jessy is less enthusiastic about the sudden addition to their group. Rene looks at the different items on the table, "Maybe I could use the magnifying glass?". Jessy's heartbeat gets stronger and faster. "It is not fair!", Jessy thinks, "We have already agreed on our tasks, and I wanted to use the magnifying glass. Why should Rene be able to just come into the group uninvited and take the task I wanted?". The teacher still standing next to the group notices Jessy's grim expression, "What is wrong?", she asks.



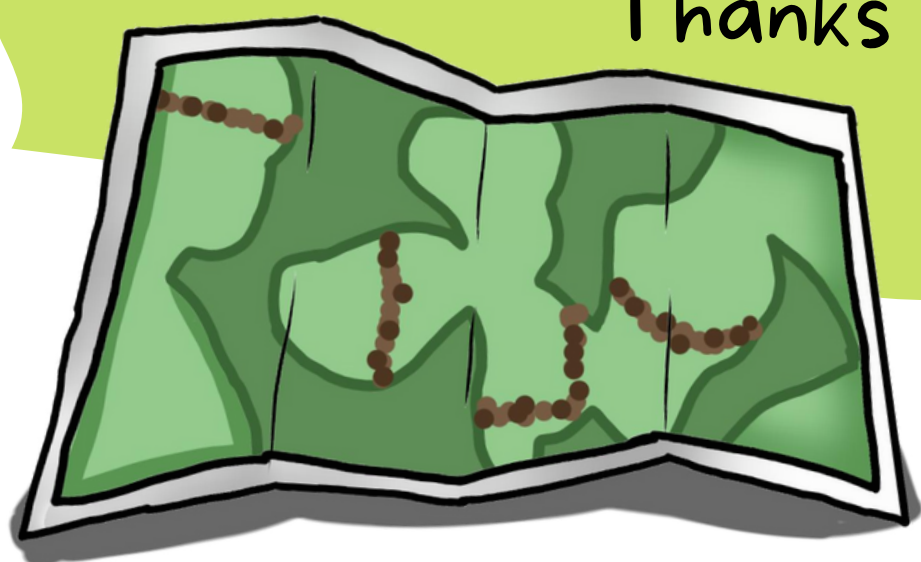
What emotion do you think Jessy is experiencing in this moment?

Jessy's eyes are closed, "Don't do it!". Jessy's head feels heavy, "Don't say anything!". But it's impossible to hold it in any longer. It all comes out in a desperate scream; "Why does Rene have to come to our group? We already have a group and we have shared all the tasks. I don't want to give my task away. Put Rene somewhere else!". Jessy's face feels burning hot. The teacher looks at Jessy in shock and Rene's eyes begin to fill with tears. "Sassy Jessy! Do you think this is appropriate behaviour?".



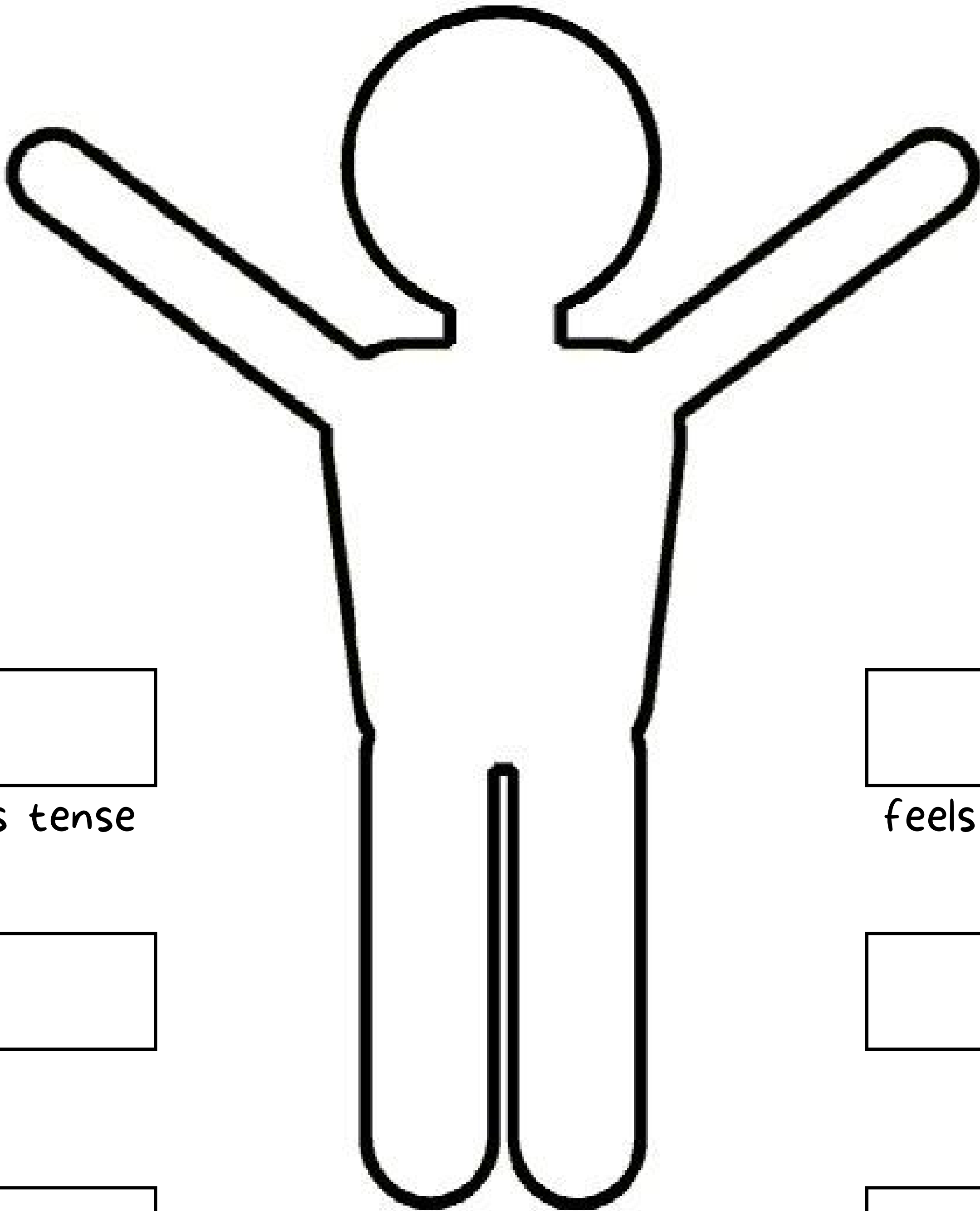
Tears are running down Rene's face. Cleo's elbow nudges Jessy on the side, "I think you should apologize". The teacher has her arms folded and her sharp eyes are looking straight into Jessy. As Jessy looks at nose wiping Rene, the feeling of anger fades and Jessy begins to see Rene's side in the situation; Rene has no buddy for the day. Would Jessy really want Rene to be left all alone? Jessy could also have told Rene about wanting to use the magnifying glass. Maybe Rene would not mind taking another task if Jessy asked politely. Now Jessy had made it sound like Rene was unwanted in the group. If roles were reversed Jessy would feel really hurt right now.

Jessy does not feel angry at all anymore. "I'm sorry Rene. It was wrong of me to yell at you. Can you still please be part of our group?". Rene snuffles, then looks at Jessy and smiles a little, "Apology accepted. Thanks Jessy. Thanks for being my buddy".



# ANGER ACTIVITIES

1. How do you feel when you are angry? Assign colors to different sensations in your body and place those colors where you feel them in your body. Here are some examples:



feels tense

feels heavy



2. Knowing what makes us angry can help us prepare and have a better control of our anger. The things that make us angry are called TRIGGERS, because they trigger our brain and our body to feel angry. Write down or draw things that make you feel angry.

3. Now that you know your triggers, you can prepare a plan for what to do next time you come accross one. You can make a plan for each trigger by thinking about the following:

Trigger 1: \_\_\_\_\_

Anger Rating (Use numbers from 1-10): \_\_\_\_\_

Your body feels \_\_\_\_\_

Thoughts that made you angry \_\_\_\_\_

What you want to do is \_\_\_\_\_

What you could do instead is \_\_\_\_\_

# CHAPTER 3



Jessy, Cleo and Rene are having so much fun. The plastic bag in Rene's hand is filled with leaves, sticks and stones. They have seen butterflies, bees and ants. They have seen birds and even a bunny hopping at the edge of the treeline. Cleo has drawn pictures of the few spring flowers that have appeared. Nothing that is still growing should be picked up as that will damage the plant. As they proceed closer to the treeline Rene marks on the map the areas they have already been to. The trio is so concentrated on finding something new that they have not noticed the sky turning cloudy and dark. Suddenly, as Jessy follows the daily tasks of an ant with the magnifying glass, a bright light flashes through the sky, followed by a loud bang. Jessy stands up in an instant. Cleo and Rene have gotten up too and began running back towards the school, "Quickly Jessy, let's get back inside". First of the raindrops fall on Jessy's head and the air gets much cooler. Only a moment later the rain is pouring down. Jessy cannot see Cleo or Rene anymore. They must have reached the school. Jessy wants to run inside too. Another flash and thunder. Jessy stands frozen in the rain.



What emotion do you think Jessy is experiencing in this moment?



Jessy wants to be inside with the others but is unable to move. Fear has caused that. The loud noise, bright flashes and cold rain are raising the hair up on Jessy's back. Jessy is breathing very fast. Suddenly someone's hand lands on Jessy's back. It feels warm. Jessy looks up and sees the teacher smiling down, "Let's go inside Jessy, before we get completely drenched in the rain".



All of a sudden Jessy can breathe a bit easier. The fear has let go of Jessy's body. Jessy is free to move again. Together Jessy and the teacher run towards the school and soon they are out of the rain. No more can Jessy see the sky flashing or hear the sound of the thunder. No longer is Jessy afraid.



# FEAR ACTIVITIES

1. Think back at a time when you felt afraid. How did you feel?

- |  |        |                          |          |                          |
|--|--------|--------------------------|----------|--------------------------|
| a. How did your heart beat?                          | Fast   | <input type="checkbox"/> | Slow     | <input type="checkbox"/> |
| b. How did you breathe?                              | Fast   | <input type="checkbox"/> | Slow     | <input type="checkbox"/> |
| c. Did you breathe through your chest or your belly? | Belly  | <input type="checkbox"/> | Chest    | <input type="checkbox"/> |
| d. How did your muscles feel?                        | Tight  | <input type="checkbox"/> | Relaxed  | <input type="checkbox"/> |
| e. How big were your eyes?                           | Narrow | <input type="checkbox"/> | Wide     | <input type="checkbox"/> |
| f. Where were your eyebrows?                         | Low    | <input type="checkbox"/> | High     | <input type="checkbox"/> |
| g. How did your throat feel?                         | Tight  | <input type="checkbox"/> | Relaxed  | <input type="checkbox"/> |
| h. How did your stomach feel?                        | Fine   | <input type="checkbox"/> | Nauseous | <input type="checkbox"/> |

2. When we're feeling scared, we can rely on others to help us feel better. Let the people around you know how they can help you when you are experiencing bad feelings. Read the questions below and circle or write down the correct answers:

- |  |          |
|--|----------|
| When you feel scared, do you want anyone touching you?             | Yes / No |
| When you feel scared, do you want to hold something in your hands? | Yes / No |
| When you feel scared, do you want to hear some calming sounds?     | Yes / No |
| When you feel scared, do you want the lights to be bright?         | Yes / No |
| What music would help you relax?                                   | <hr/>    |
| What would you like to smell?                                      | <hr/>    |
| Who can make you feel safe again?                                  | <hr/>    |



3. A safe zone is a place where we can go when our mood is down or we feel bad. With the help of adults, you can make a safe zone in your home that's just for you! You can use pillows, covers, blankets, cardboard boxes, anything you can think of that will make your safe zone feel nice and cozy.

Next, you will want to fill your safe zone with things that make you feel good. Find a box with the help of an adult. You can use this box to keep your nice things safe, decorate it how you like and then put some of these things inside:

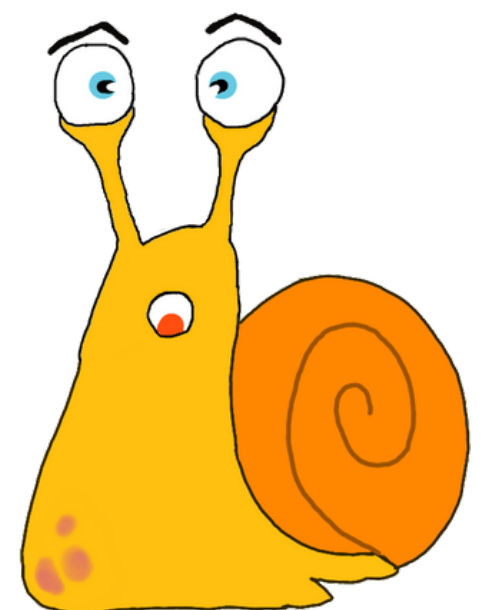
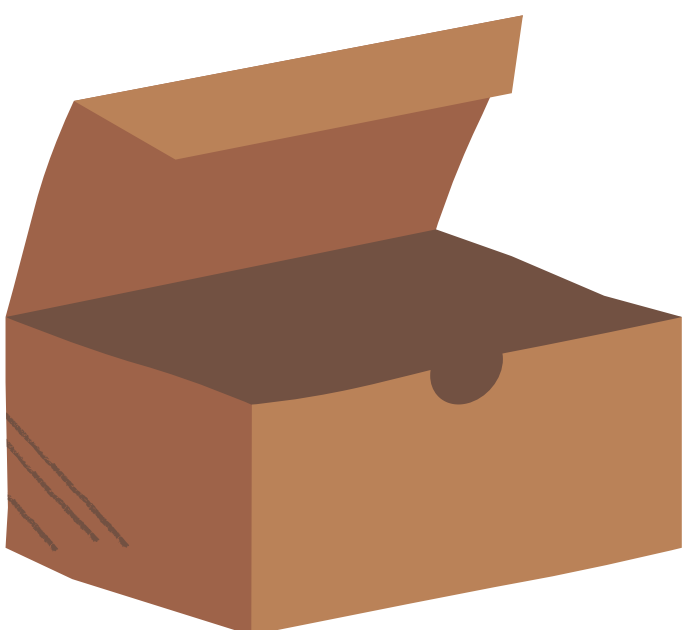
Things that smell good: \_\_\_\_\_

Images you really like: \_\_\_\_\_

Tasty treats: \_\_\_\_\_

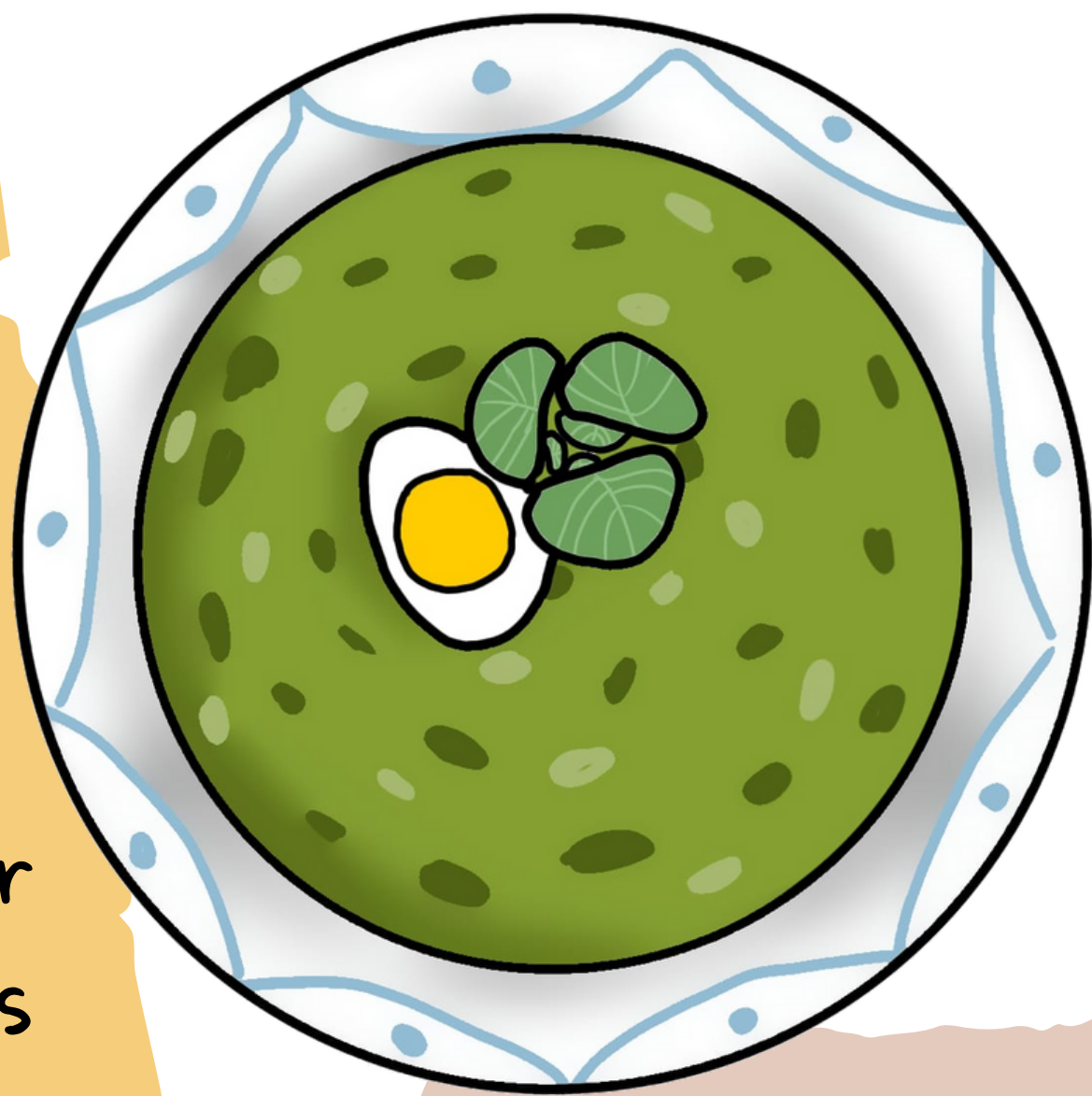
Calming music or sounds: \_\_\_\_\_

Soft textures or materials: \_\_\_\_\_



# CHAPTER 4

Jessy, Cleo and Rene are patiently waiting in line for food. It is lunch time and Jessy is hungry. Finally, it is their turn. Jessy picks up a tray, a soup plate, a spoon, a glass and a napkin. It must be soup they are having for lunch. A strong, familiar smell fills the air. Jessy knows this smell. A steaming light green, creamy soup on a big pot sits in front of Jessy. Next to it on a large plate is a stack of boiled eggs. "Spinach soup", Jessy mutters and shivers. Jessy does not like spinach soup or the smell of boiled eggs. "Yuck", Jessy says.



What emotion do you think Jessy is experiencing in this moment?



Jessy puts a small spoonful of spinach soup on the plate, but does not even touch the eggs. There is much of the day still left though and Jessy's belly is rumbling from hunger. Passed the eggs there is a box full of crispbread. Jessy takes two pieces and spreads butter on them. Jessy also takes an apple from a basket at the end of the line. A glass of milk to wash it all down and Jessy has enough to keep the hunger away until the end of school day.



Cleo and Rene are already sitting at a table when Jessy joins them. Jessy notices the big plateful of spinach soup in front of Cleo. There is even two boiled eggs floating on the surface. Cleo is absolutely devouring the soup. Jessy's nose scrunches from the smell of it. "How can you eat that? And so much of it?", Jessy cries out. Jessy's tongue is now sticking out. Cleo stops eating. Jessy pretends to get sick under the table, though the smell of the soup is truly a little sickening. Rene laughs at Jessy's antics.

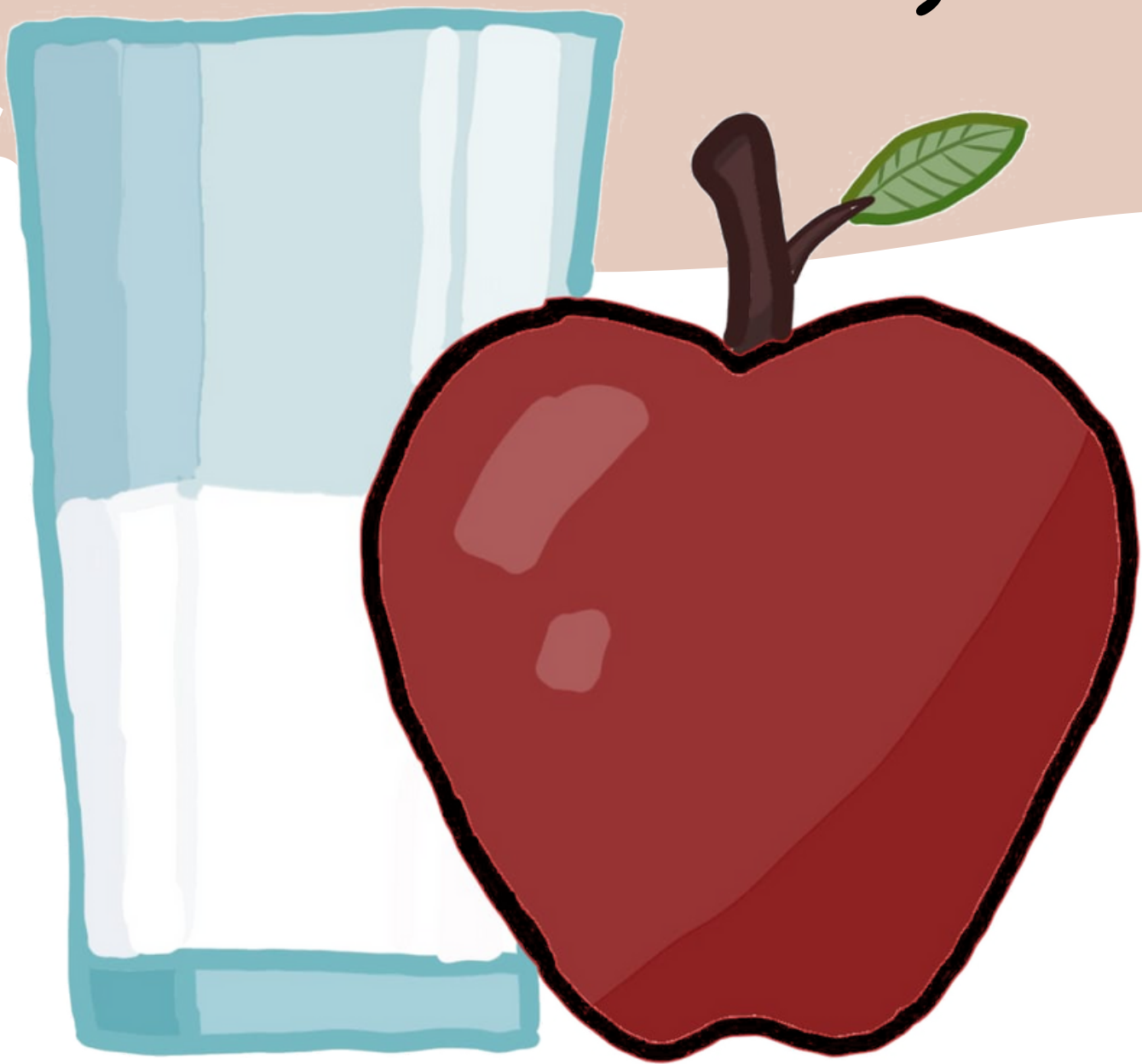
"Spinach soup is disgusting!", Jessy says with mouth corners turned down. Cleo sits silently looking at the soup. Rene stops laughing.



Jessy turns to Cleo, "What's wrong?". "Well Jessy, maybe I don't really feel like eating anymore after all the gross sounds and faces you have been making", Cleo says sharply looking at Jessy, "Spinach soup happens to be my favourite food". Jessy does not know what to say. Cleo is looking very annoyed. "I suppose you wouldn't find it funny if we were making fun of you eating your favourite food Jessy", Rene adds looking sorry for laughing before. Jessy thinks about it and realizes that Rene is right. Jessy remembers being annoyed and disappointed when kids in school made faces and expressed their disgust to Jessy's favourite candy, liquorice. Jessy had felt embarrassed to eat any after.

What do you think  
Jessy should do next?

"You're right", Jessy admits, "I didn't think about your feelings Cleo. I'm sorry". Cleo looks up. "I don't like spinach or eggs, or the smell of them, but I shouldn't have made fun of it or you", Jessy continues and smiles to Cleo apologetically. Cleo seems to study if Jessy is really sorry, but then quickly begins to gently smile. "Thanks for apologising Jessy. You can be a bit too sassy at times", Cleo says smirking, "All is forgotten". Jessy grins back nodding as Cleo begins eating again.





# DISGUST ACTIVITIES

1. All people have these 5 senses – sight, smell, sound, touch and taste – but we experience different results using them. Something that smells nice to you, can smell horrible to others. That doesn't mean either of you is right or wrong, what it means is that your sense sensitivities are different. Let's check how sensitive your senses are! Read the questions below and circle the answer that feels right for you:

In your school or at home, the amount of noise is:

Too little

Okay

A lot

Too much

Lights in your home or classroom are:

Too low

☒ Okay

A lot

Too much

The person sitting next to you in class is sitting:

Too far

Okay

A bit too close to you

Too close to you

The smells in your school or at home are:

Too mild

Okay

A lot

Too much

How much noise do you like:

A little

Some

A lot

How much light do you like:

A little

Some

A lot

How much do you like to smell things:

A little

Some

A lot

How soft do you like your clothes to be:

A little

Some

A lot

2. Disgust used to be an emotion that protects us from eating something that could make us sick or endanger us in some way.

Nowadays we live in a safer world so our disgust emotion doesn't really do what it's supposed to anymore. Instead of telling us we shouldn't eat poisonous mushrooms from the forest, it tells us that our dinner is yucky. Let's think about the things that make you feel disgust and what it is exactly that we find disgusting about them. Maybe then we can see if those things are really dangerous or not. Here are some examples:

I don't like runny eggs because their texture is slimy.

I don't like spiders because they have too many legs.

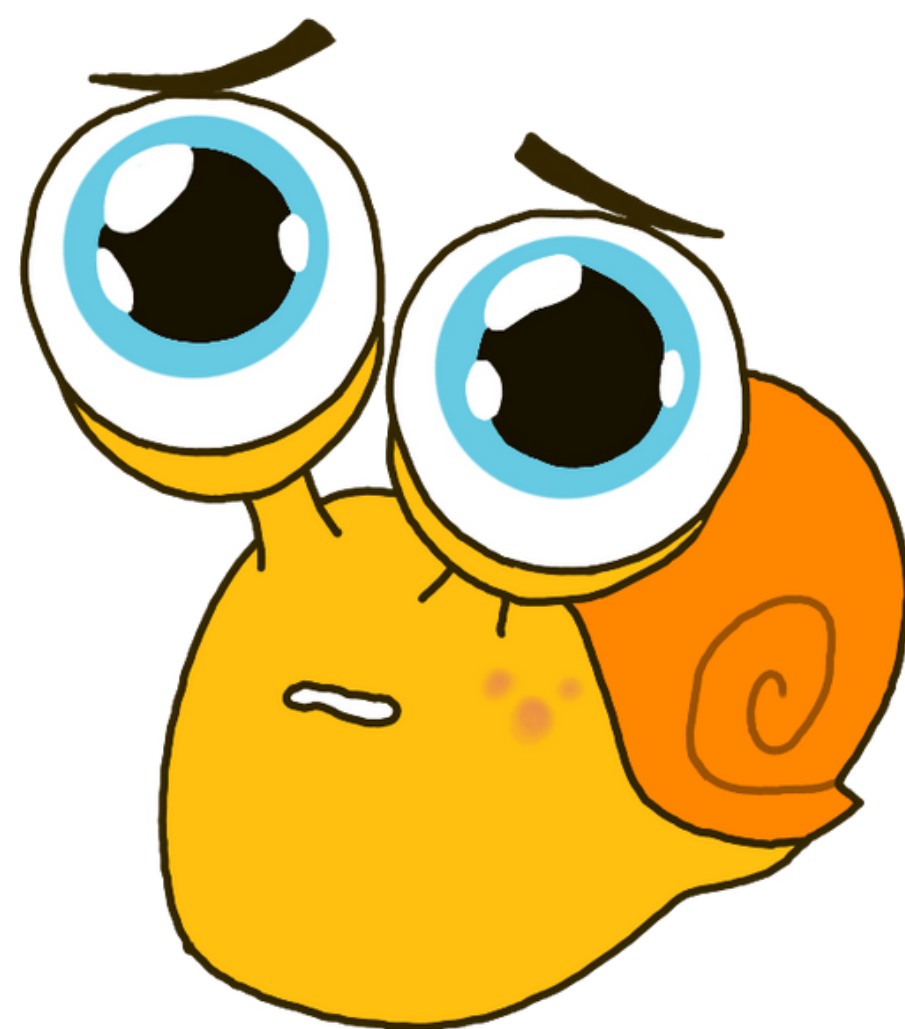
I don't like \_\_\_\_\_, because \_\_\_\_\_

I don't like \_\_\_\_\_, because \_\_\_\_\_

I don't like \_\_\_\_\_, because \_\_\_\_\_

I don't like \_\_\_\_\_, because \_\_\_\_\_

I don't like \_\_\_\_\_, because \_\_\_\_\_





3. When you experience an emotion that makes you feel not-so-great, it's good to stop and think about other things. Breathe deeply and think about the following:

Think about 5 things you can see

--	--	--	--	--

Think about 4 things you can feel in your body

--	--	--	--

Think about 3 things that you can hear

--	--	--

Think about 2 things that you can smell

--	--

Think about 1 thing that tastes good

--

# CHAPTER 5

Jessy sprinkles some purple glitter over the poster. It falls on top of a bold colourful heading. "Our day outdoors", it says. Rene is gluing some small rocks on the bottom corner of the poster just as Cleo finishes a drawing of a tulip. Jessy steps back and takes a good look at their creation. It looks great. The school bell rings to mark the end of the school day. "Tomorrow we get to present each of the posters with their findings to the rest of the class. Great job everyone!", their teacher declares as students begin to hurry out of the classroom. Jessy smiles at Cleo and Rene, "Great work team!". They share high fives and wave each other goodbye before heading to different directions towards home.



After having dinner Jessy watches television. As the whole day was spent outside Jessy has no homework to do. The sun has emerged from behind the stormy skies and the evening is nice and warm. Soon though the day begins to end and it's time for Jessy to go to sleep. A comforting well wish can be heard from the kitchen as Jessy climbs up the stairs, "Good night my dear. Sleep well!". Jessy opens the bedroom door yawning. An owl is howling somewhere close, outside the window. The moon is hiding behind a cloud. Jessy grabs a corner of the bedspread on the bed and pulls it aside so fast that all the stuffed animals and decorative pillows that had been placed on top of it fly across the air. They spread around the bedroom floor.





Jessy hops on the bed and yawns again, eyes barely open. After lying down Jessy pulls up the duvet and turns to Tiny Ted. "I had so much fun today, Ted. I might have made a few mistakes, but I feel like I learned from them", Jessy says and wiggles closer to Ted. But Ted is not there. Suddenly Jessy is not tired at all. Heart racing Jessy bounces up from the bed and pulls the duvet aside. Ted is really not under there. Frantically Jessy begins to search through the floor, tossing pillows aside and picking each and every toy up before throwing them back down. It is hard for Jessy to think straight. Where could Ted be? Tears fill Jessy's eyes. Where is Ted? Jessy sits on the floor and begins to cry.

What emotion do you think Jessy is experiencing in this moment?





"I can't go to sleep without Ted", Jessy mutters sniffing. "Tiny Ted is always there when I sleep". The owl howls again as Jessy wipes the tears. Jessy's breathing is very uneven, and crying is making Jessy's head hurt. Jessy takes a big breath. "Ted was on the bed this morning when I left for school. There is no way Ted could be anywhere but in this room", Jessy thinks looking around. It is hard to see as it is so dark. Tears are not running down Jessy's face anymore. The headache is making Jessy tired. Before climbing back to bed Jessy picks up a dog shaped stuffer animal of the ground. "You can keep me company for tonight Barky", Jessy whispers and places the dog on the bed. "I will find you tomorrow Ted. Good night." Jessy says and pulls up the covers. "Good night Barky", Jessy yawns one last time before falling asleep.



As the cloud moves aside the moon appears. It shines brightly in the sky and brings light to the bedroom. In the corner of the room lies the bedspread, and from under it one can see a fuzzy leg poking out. Tonight Tiny Ted will sleep on the floor, under the bedspread.



# SADNESS ACTIVITIES

1. How does your body feel when you are sad? Think about the last time you felt sad and answer the questions below:

My mouth feels \_\_\_\_\_

My eyes feel \_\_\_\_\_

My chest feels \_\_\_\_\_

My ears feel \_\_\_\_\_

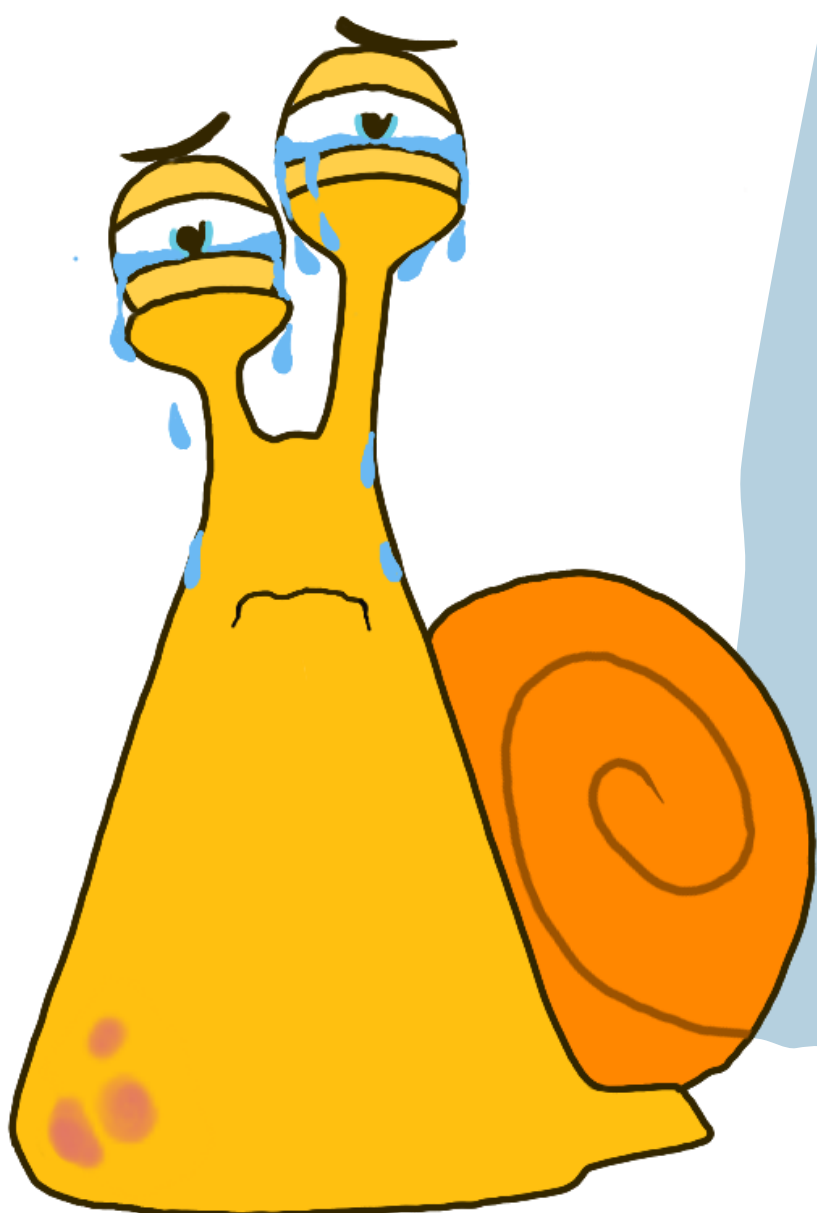
My heart feels \_\_\_\_\_

My hands feel \_\_\_\_\_

My face feel \_\_\_\_\_

My feet feel \_\_\_\_\_

2. Sometimes we can have thoughts that make us sad. But those thoughts are not always true. When we feel sad about something we think, it's important to stop and inspect those thoughts closer. Have you had sad thoughts? Tick any of the thoughts that you had before:



- ☐ No one cares about what I think
- ☐ No one wants to be my friend
- ☐ I can't do anything right
- ☐ Something bad is going to happen
- ☐ Someone is talking bad things about me
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Now think about these thoughts. Are they true? Could it be that they are not? Think about the things and actions that made you think these thoughts? Sometimes, we all have thoughts that make us feel bad, but those thoughts might not be true. Now go back to the thoughts you've written and see if you can make them NOT true! If you can't decide if your bad thought is true or not, you can always ask someone you trust!

No one cares about what I think - Who always listens to you?

No one wants to be my friend - Who is your best friend?

I can't do anything right - Things I'm very good at:

Something bad is going to happen - What can I do if a bad thing happens?

Someone is talking bad things about me - Nice things people have said about me:

3. There are many things we can do that can help us feel less sad.

Prepare a plan for next time you feel sad. Answer the questions below and next time you're sad try one of them:

a. Talking to someone we trust can make us feel better. Who do you trust?

b. Write about your feelings and thoughts. Do you have a diary or a notebook you can write things down?

c. Doing something with our bodies can help keep our mind quiet. What is your favorite exercise or activity?

d. Doing something kind for others makes us feel happier. What could you do for someone else that will make that person happy?

e. Let yourself feel your emotions. If you feel like crying - cry and let it aaaaall out! What would you like people to do when they see you are crying?



You can cut the emotions-wheel out from below and stick it on your bedroom wall or the fridge door. You can also leave it attached in the activity book.

The different facial expressions of Jessy might help you to recognise how you are feeling today.





# SASSY JESSY

How did you like Sassy Jessy?  
Tell us what you think by  
scanning the QR code below



SCAN ME



This book has been created by  
Sara Geay, Maija Leahy and Carey  
Jääskeläinen.

Graphic design and artwork created  
by Shiona Finlinson and Freya  
Jääskeläinen.

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