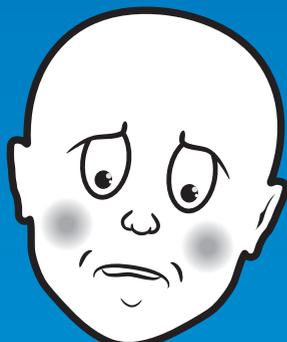


## Teacher's Guide

Help children identify and learn about a range of feelings to help them express themselves clearly and to communicate more effectively with others.



Shy



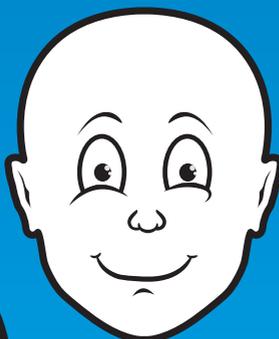
Tired



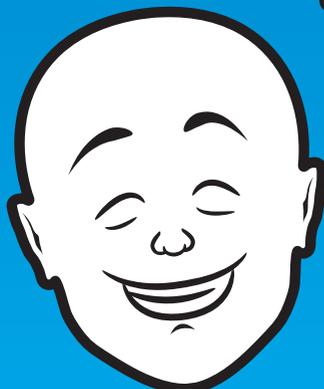
Angry



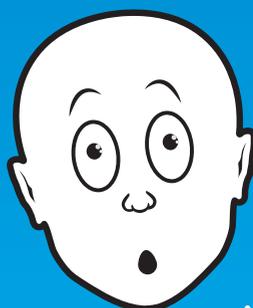
Sad



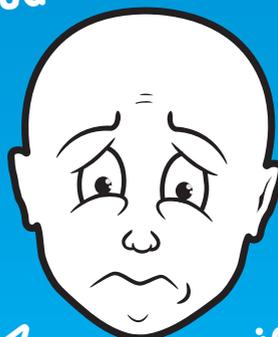
Proud



Happy



Surprised



Anxious/Worried

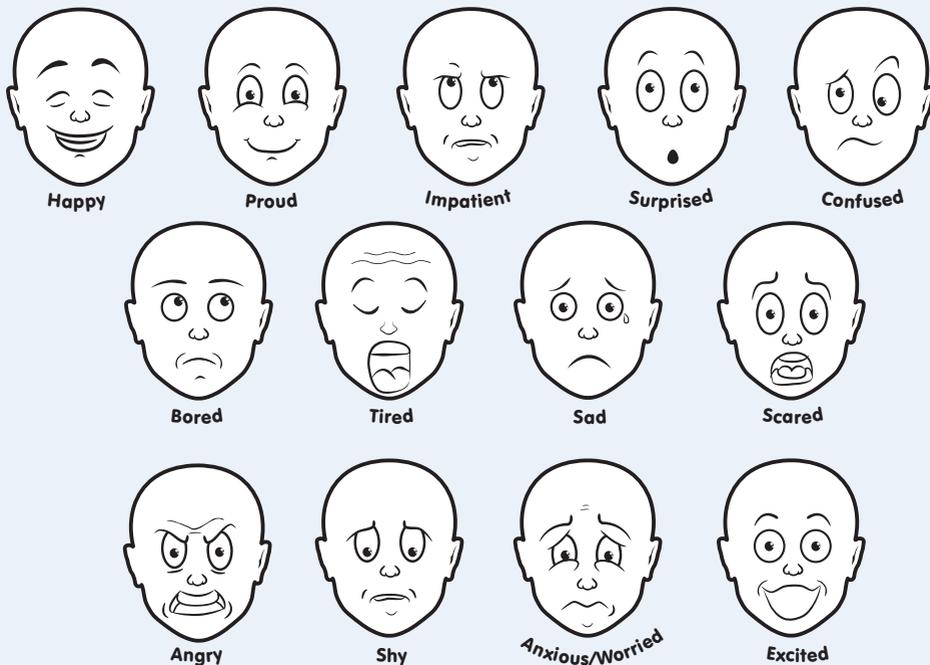
*inspire • engage • educate*

# Understanding Feelings Guide Introduction

The Understanding Feelings resources can be used in a wide variety of ways to help children to identify and learn about a range of feelings, to help them to express themselves clearly and to communicate more effectively with others.

## Pack contents:

- 13 clear acetate faces showing facial expressions which demonstrate a range of different feelings or emotions
- 3 x Unprinted clear acetate face shapes which children can use with a dry wipe marker
- 3 x White card face shapes which can be used with a dry wipe marker
- 3 x Reflective mirrored face shapes so children can observe and create their own facial expressions
- Emotions poster with a key identifying the 13 different feelings or emotions faces



This guide and components in this set may be freely photocopied within purchasing establishment only.

## Guide information:

Of the thirteen different feelings and emotions included in this resource pack, some will be easier than others for young children to recognise. It may be best to initially introduce the four basic emotions of happy, sad, angry and scared. Choose one feeling at a time to introduce to the children.

### This is how I feel?

Pick a Feelings face - the happy face would be a good one to use - to display to a group of children. Ask the children,

'How do you think this person is feeling?'

'Have you ever felt like this?'

'Can you think of a situation where you always feel like this?'

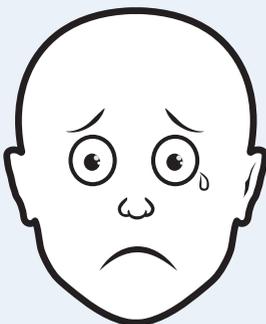
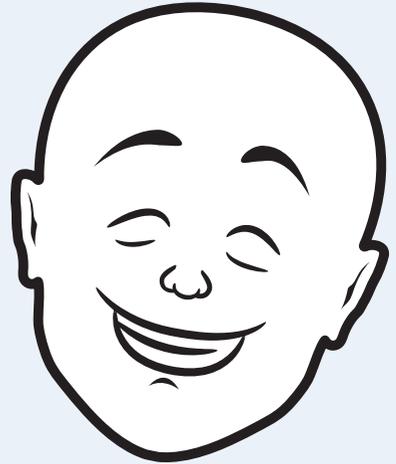
Listen to what the children have to say and follow up on any interesting conversations which may arise.

Encourage the children to complete the statement:

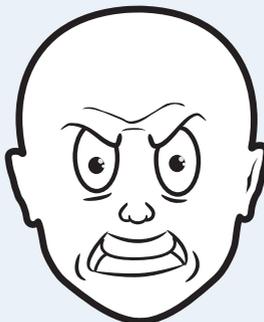
'I feel happy when...'

Discuss with the group how everyone is different and how different situations make them feel happy.

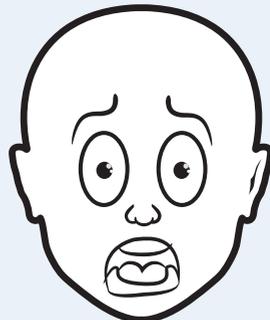
Now you could repeat the exercise using the sad, angry and scared faces.



**Sad**



**Angry**



**Scared**

For older children you could extend the range of faces/expressions used as children become more skilled at distinguishing between the different expressions shown on the faces.

## Guess how I feel?

When the children have become familiar with the different expressions on the Feelings faces you can encourage them to mimic the different expressions. Use the mirrored reflective face to do this.

You could play a game with a group of children where a child chooses one of the expressions and then, without letting the rest of the group see it, mimics the expression on the Feelings face. The rest of the group have to try to guess what feeling is being expressed.

You could take photographs of the children showing the different feelings and build up a photobook. Other children could then be encouraged to try to guess what feeling each of the expressions is showing. Again, start with the easiest to recognise feelings and build up the range over time.

To extend this activity encourage children to focus on just one element of the different expressions – the eyes or the mouth. Lay out the Feelings faces on a light panel or table and cover up the bottom part of each face so only the eyes are visible. Challenge the children to guess what each expression means. Repeat with just the lower half of the Feelings faces exposed.

The more aware children become of the messages which they are displaying through their expressions and body language, the more emotionally literate they will become.

## This is how I feel today

Children can also try to record the features of their different feelings by using the reflective mirrored face and then drawing on the blank face using a write on / wipe off pen.

For example, a child who is showing a happy face in the mirror will try to draw a smile on the blank white face.

Alternatively you might want to use the acetate face on a light box for children to copy the features on to the blank white face.

## Understanding messages

Another activity for the children to develop an understanding of the feelings is to give them a simple sentence, for example, 'I am going home'.

Ask the children to try saying it in a happy voice or a sad voice.

Can they say it in an angry voice or a scared voice?

These different voices can be recorded and played back for a group of children to discuss and guess the feeling.

## Storytelling

The Understanding Feelings resources make a great starting point for a small group of children to make up a story involving feelings.

Encourage the children to use the Feelings faces to show how the characters in their story react in different situations. Again you may wish to start by using just the happy, sad, angry and scared faces and then introduce different feelings as the children become more proficient.

Older children could be challenged to act out a story through mime, using the Feelings faces to convey their message to the audience.

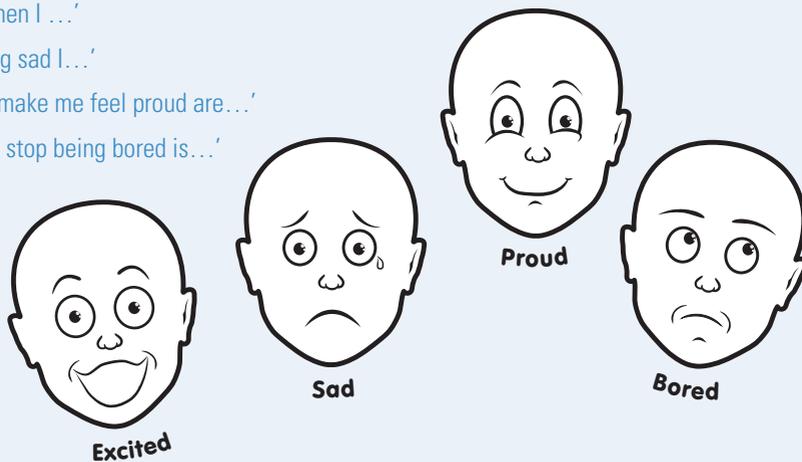
The Feelings faces are also a useful prompt for stimulating story writing. Try using the acetate faces on a light box to begin a story such as,

'I feel excited when I ...'

'When I'm feeling sad I ...'

'The things that make me feel proud are ...'

'The best way to stop being bored is ...'



## Body language

As children become more aware of the ways in which we display our feelings they will be developing their skill at reading other people's feelings and emotions. You may want to extend this experience by encouraging children to think about how we display our feelings through the way we move other parts of our bodies, not just our faces.

For example, a child could be encouraged to make up a happy dance or a sad dance and the other children in the group could be challenged to guess the feeling/emotion being displayed.

Again, some of the emotions/feelings will be easier to mime than others, but as children become more proficient they will be able to think of ways to display quite subtle and sophisticated messages through their body language.

Learning how to read these messages in other people is a vital skill for life, useful for everyone.

## Using the Emotions poster

Displaying the Emotions poster will enable the children to refer to the different expressions. Adults can prompt the children in different situations to point to how they think they are feeling. Encouraging the children to verbalise their feelings when they are faced with different experiences will enable them to communicate more effectively.

For example, two children who are arguing over a piece of equipment can begin to use the emotions poster to explain, with support, how they are feeling:

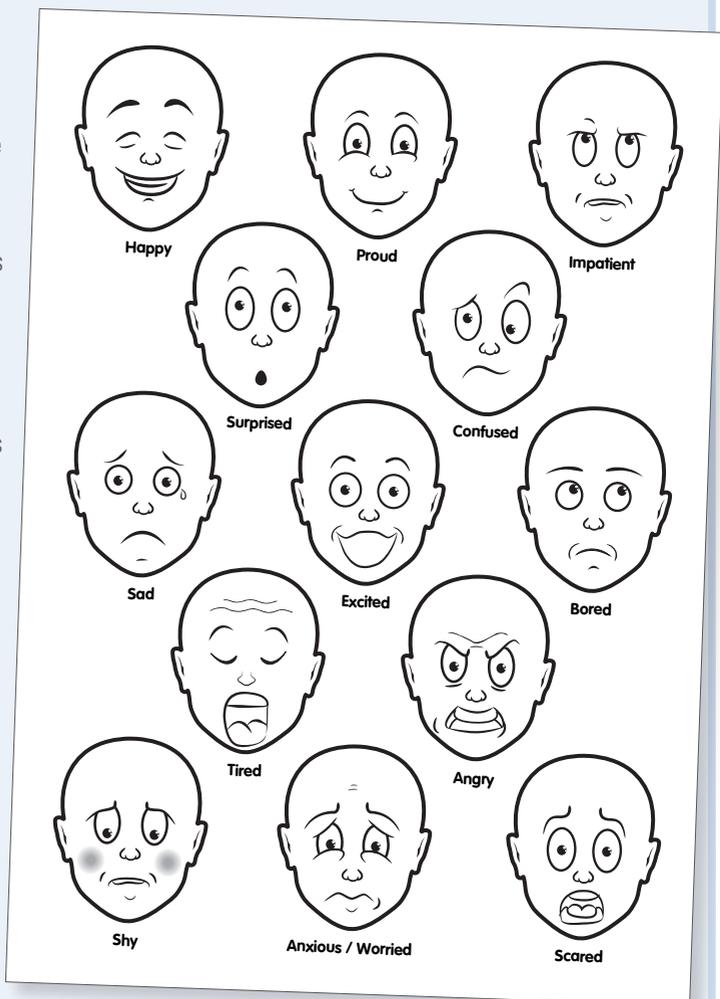
'I felt sad when you took the pen off me.'

'I felt angry that you wouldn't let me have the pen so I took it.'

The adults' role is to encourage the children to look at how their behaviour impacted on the other person and for them to discuss how they can resolve the situation.

You may want to use the Emotions poster and the Feelings faces to engage a group of children in discussing the rules needed to ensure you can live and work together harmoniously.

Use the Feelings faces to discuss the effect that different actions/situations may have on people in the group and agree together how to manage these situations for everyone's benefit.



*inspire • engage • educate*



TickiT®, Tonbridge, Kent, TN9 1RA, UK. [www.tickit.co.uk](http://www.tickit.co.uk)  
Commotion (Europe) BV, Schiphol Boulevard 359, 1118BJ Schiphol, NL