

# Name that feeling - Empathy

## EXPLANATION:

The ability to build an understanding of what others are feeling is a valuable life skill for children to possess. Recognising and naming emotions is an important step in the early years to developing empathy and regulating emotions. Feelings cards can be used in a myriad of games to identify and label emotions that children feel in their days to day life.

**YEAR LEVELS:** Prior to school

**STUDENT GROUPING:** Whole and small group

**ACTIVITY LENGTH:** 20 mins approx.

## LINK TO CURRICULUM:

### Early Years Learning Framework

#### Learning Outcome 2: Children are connected with and contribute to their world

- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness.

#### Learning Outcome 3: Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.

#### Learning Outcome 4: Children are confident and involved learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.3 Children transfer and adapt what they have learned from one context to another.

#### Learning Outcome 5: Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

## SCOPE OF TASK:

Young children have complex feeling in similar ways to adults but sometimes they do not have the vocabulary to describe their emotions. Recognising facial expressions and other non-verbal cues will help children to determine how they and others are feeling.

1. In a whole group introduce a short video to the children: *Sesame Street: Name That Emotion with Murray!*



2. This video describes emotions and encourages different Muppet characters to guess the emotion. Tell the children that Murray is going to help the people from Sesame Street guess emotions and feelings. Prepare to start and stop the video to check children's understanding of each emotion.
3. At the completion of the video show children the emotion cards and see if they can guess the emotions — also ask children if they can replicate the feeling using their faces and bodies.
4. If children have broad understanding and can label emotions, proceed to introduce games with the feeling cards (see examples of cards downloadable from the internet). Games that can be played with the cards include:

**Memory:** Players must rely on their memories to know where the different emotion cards are placed on the playing area!

- Emotion cards are mixed up and laid face-down in rows
- Players take turns to turn over two cards
- If the cards match and show the same emotions, the player can identify the feeling and keep the match
- Turn cards back if they do not match
- The game is over when no cards remain to be matched.

### Snap:

- Each player has a pile of face-down cards
- The first player takes the top card and places it face-up on the floor/desk/table top
- Each player now takes a turn in doing the same – placing cards on the top of the face-up pile
- If/when two consecutive cards on the face-up pile show the same emotion, players race to shout 'Snap' and slap the pile with their hand
- The player who calls 'Snap' first wins the cards on the face-up pile and the game continues until only one player is left with any cards.

Once introduced, these games can be incorporated into daily activities in the classroom to reinforce children's understanding of feelings and emotions.

### RESOURCES:

Online video: Name That Emotion with Murray!, Sesame Street sourced from <https://www.youtube.com/watch?v=ZxfJicfyCdg>

- Emotion cards below (more emotions can be added as children build their experience and knowledge)





