

What are they feeling? - Perspective

EXPLANATION:

Emotional regulation is a particularly important skill for children to learn as it affects their ability to participate in social groups, communities and engage meaningfully with peers. Building awareness of emotions and children's capacity to identify and label emotions is an important step. This activity provides opportunities for children to align vocabulary to emotions and "read" facial cues or to interpret body language.

YEAR LEVELS: Prior to school

STUDENT GROUPING: Whole group story reading and discussion

ACTIVITY LENGTH: 30mins approx.

LINK TO CURRICULUM:

Early Years Learning Framework:

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

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.

Learning Outcome 4: Children are confident and involved learners

- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

Learning Outcome 5: Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.3 Children express ideas and make meaning using a range of media.

SCOPE OF TASK

Typically, young children develop social and emotional skills at a range of ages – although it is also essential to recognise individuals and their emerging developmental levels. Some developmental milestones include:

3-4 years approx.	<ul style="list-style-type: none"> • Ability to use words appropriately to describe feelings such as happy, sad, angry and excited • Understanding concept of sharing • Shows concern and affection for others without prompting – e.g. will hug a sibling when they are sad, share their food • Understand and respond to how others are feeling
4-5 years approx.	<ul style="list-style-type: none"> • Ability to use words to describe more complex feelings like excitement, frustration and embarrassment • Awareness of truth and capacity to lie develops – can confuse what is real and what’s make-believe • Plays collaborative and cooperatively with peers in group situations • Practise turn taking and consider others • Manage deep emotions such as anger, disappointment and frustration and negotiate their behaviour more • Expresses likes and dislikes
By 5 years	<ul style="list-style-type: none"> • Awareness of a large range of emotions and use a wide range of words to describe complex feelings • Development of ability to consider others perspective and awareness of other’s feelings • Displays greater self-control • Attempts to follow the rules and interested in pleasing others • Awareness of gender

The social skill of perspective-taking is the ability to look beyond a personal viewpoint and consider:

- How is someone else feeling?
- What is someone else thinking?
- How do my actions impact on others?

This activity explores images - looking at facial cues, expressions and body language to identify emotions. Looking at the images will require children to use their perspectives to ascertain the emotions.

1. Gather all children into a space for group time to discuss emotions and feelings.
2. Ask children questions to gauge their prior knowledge of emotions. Explore an emotion that children will be familiar with to begin:
 - What is happy?
 - What do you do when you are happy – can you show what it looks like?
 - What are other emotions? What do they look like – can you show what you do when you feel these emotions?
 - What do you do when someone else is happy/sad/shy/angry? How do you feel?

3. Share with the children that they are going to explore 'emotions'. Ask children if they can tell you what 'emotions' are? Emotions are the feelings that people experience and show to others. Children might suggest specific emotions or feelings.
4. Tell the children that they are going to try and identify emotions and how people might be feeling by investigating some pictures. Choose one emotion to explore initially (images attached below or use images that meet the contextual needs of the group). Ask children about the picture (e.g. happy):
 - What do you think this person is feeling?
 - Why do you think that?
 - What are they doing – with their face or their body?
 - How do you feel when you see someone happy/sad/scared/angry/excited etc?
 - What makes you happy/sad/scared/angry/excited etc?
 - Can you show that emotion?
 - What makes you happy – is that the same for everyone?
5. Use different pictures to explore various emotions. To promote children's perspective taking continue to ask questions about what, how and why people might be feeling the emotion.
6. Leave the images in an accessible place in the classroom so children can review them and continue to explore various emotions.

Helping children develop social and emotional understandings requires repeated and intentional practice. Teachers and parents/caregivers can support children's social emotional development when they help children identify, label and talk about emotions.

RESOURCES

See emotion cards below – these can be printed in A4 size for use. Other images depicting more emotions can be sourced via an internet search.

Happy



Photo by [Eye for Ebony](#) on [Unsplash](#)



Sad



Photo by [Kat J](#) on [Unsplash](#)



Angry



Surprised



Excited



Tired



Scared



Shy

