

Recognize and understand emotions



<https://www.pexels.com/search/emotions/>

| | |
|-------------|---|
| AGE | 3 – 6 years |
| VALUE | Empathy |
| MATERIALS | YouTube video, emotion cards, a box, emotion pictures. |
| DURATION | 3 days (20 minutes per day) |
| GROUP SIZE | 5 to 15 children |
| OBJECTIVES | <p>To learn to recognize and name your own and others' emotions: anger, joy, wonder, fear</p> <p>To recognize in what situations what emotion arises.</p> <p>To understand what you are going through yourself and what other people are going through when you feel certain emotions</p> |
| METHODOLOGY | Role play, discussion |
| AUTHOR | PRSC |



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STEP BY STEP IMPLEMENTATION

We recommend splitting the activities on this topic into three days. In order not to rush and calmly complete all tasks, you need to take time to talk to children. The larger the group of children, the more time it will take.

Step 1

(The first activity. The duration 20 minutes.)

The facilitator tells the children that they will talk about moods.

First of all, how do you feel? What is your mood?

What happened? Why are you in such mood today?

Children talk about their moods (if any help is needed, the facilitator helps by asking additional questions).

The facilitator helps the children understand that every day we can feel different feelings and all the feelings we experience are good.

Step 2

(The second activity. The duration 20 minutes.)

The facilitator tells the children that there will be a task "Describe the mood". They will need to guess what the people on the card are going through.

The facilitator shows the mood cards (the cards are below).

We will discuss joy, sadness, anger, fear and wonder (each emotion has a card).

The facilitator shows one card and asks the children:

What is the mood of the people here? (Children respond that they see surprised people).

How do you know that people are surprised?

What is their facial expression? (Children explain and demonstrate the mood).



Have you ever been surprised? (Children share their memories).

What was the situation?

The facilitator asks the same questions for each emotion. After discussing anger, sadness and fear, the facilitator continues asking children:

How do you behave when you feel anger?

How can you help yourself?

How do you react when you notice a friend's anger?

How could you help him/her?

Step 3

(The third activity. The duration 20 minutes.)

The facilitator invites the children to dance a dance of emotions.

<https://www.youtube.com/watch?reload=9&v=ZHS7vCdBeus>

The facilitator asks the children:

How do you feel after dancing?

What emotion did you like to portray the most?

Step 4

The facilitator invites the children to play "Guess the Emotion".

The facilitator takes the emotion cards, puts them in a box and explains to the children that one invited child will take a picture from a box and try to depict the emotion with his/her facial expression. Other children will try to guess the emotion depicted. A child who guesses the displayed emotion will go to pull another card and show the emotion to the children. Once all the cards have been pulled out of the box, facilitator puts them back in the bag and changes the task.



Now children will need to try to guess emotions not from facial expression but from the tone of voice. Children will try to say the same phrase, for example, “See you soon” sadly, cheerfully, angrily, scary, shyly or surprised. Let others guess what a friend is feeling. The game is being continued in the same way, one child draws a card with the emotion depicted and tries to convey it by voice.

Pictures of emotions:







Emotion cards:



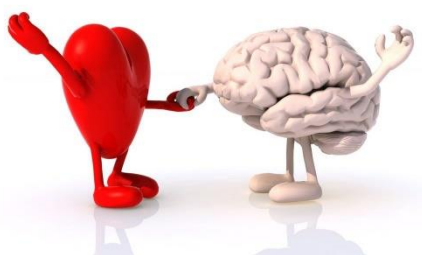


CRITICAL ASSESSMENT

| OBSERVED BEHAVIOR | YES | NO | COMENTS |
|---|-----|----|---------|
| Children recognize and name their own and the emotions of others and know how to express them properly. | | | |
| Children recognize and name their own and the emotions of others, but are not yet able to respond properly. | | | |
| The children realized that we react differently to certain situations. | | | |
| Children know why it is so important to understand what you are going through and what others are going through. Children know that when they understand the emotions they express, then they can help themselves and others. | | | |
| Children still need help in understanding their own and the emotions of others. | | | |

Above all, I believe every child, no matter their ZIP code or their parents' jobs, deserves access to a quality education. - Betsy DeVos.

Self-care Hints for Childcare professionals and teachers:



Look for ways to turn frustration into an opportunity to reflect and regroup and stress into an exciting challenge. Sometimes, just being mindful of how you think can make a huge difference in your overall well-being. Here's an easy exercise to help you: at the end of each day, wrote down one positive thing that happened that day and why it made you happy. By doing this, you'll be training your brain to focus on the positive.