

Teacher resources:

Emotions



Trinity Stars

YOUNG PERFORMERS AWARDS



Contents

Introduction	1
Activity 1: Emotions flashcard fun	2
Activity 2: Sounds of emotions	3
Activity 3: Guess the mime	4
Activity 4: This is how I feel today	5
Activity 5: It's your turn: learn, learn, learn!	6
Activity 6: Sing and feel song	7
Activity 7: The 'What can I do?' song	8
Activity 8: Emotions role-play	10
Suggested resources	11

Useful materials

Flashcards: Emotions	13
----------------------------	----



Introduction

Topic: Emotions

Suitable for: Early years

Primary school

Language used:

Happy, sad, tired, angry, scared, hungry, brave, frightened, sleepy, worried, lonely, shy.

Useful materials: Flashcards, colouring pens, coloured card, paper, scissors, blu tack.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with early years and primary education curriculums:



Communication



Teamwork



Understanding



Creativity



Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





Activity 1:

Emotions flashcard fun

Aim: To encourage children to learn and use words about emotions.

Skills developed:



Communication: Learning and identifying emotions.



Understanding: Showing understanding of the names of emotions.



Movement: Using the space to show understanding by moving to the correct flashcards.



Creativity: Using imagination to create pictures of emotions.

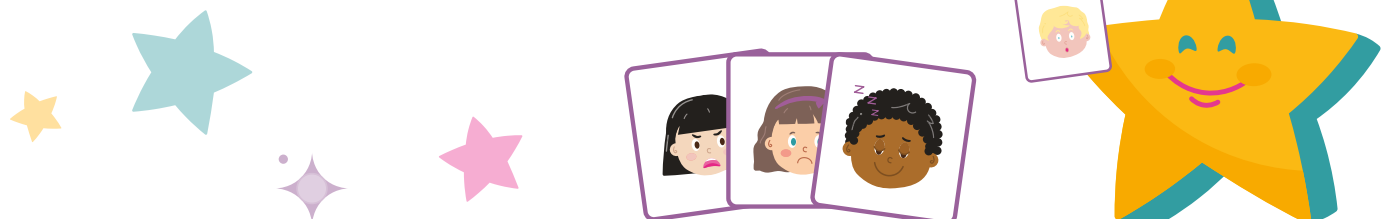


Teamwork: Supporting each other by listening, repeating and recognising emotions together.

Materials needed: Emotions flashcards

How to play:

- 1 Set out the included emotions flashcards one at a time while saying the names of the emotions. The children repeat the names after you.
- 2 Repeat this activity without saying the names of the emotions. Encourage the children to call out the emotions instead.
- 3 Place the flashcards on different walls in the room.
- 4 Choose an image and say the emotion. Children go to the correct flashcard. Repeat with all flashcards.
- 5 Ask the children to draw a picture of how they are feeling.
- 6 Display these pictures on the wall.





Activity 2:

Sounds of emotions

Aim: To encourage children to explore emotions through voice and facial expressions.

Skills developed:



Communication: Expressing ideas about emotions.



Understanding: Showing understanding of the sounds and expressions of emotions.



Movement: Using body language to act out emotions.



Creativity: Personalising the sounds and expressions of emotions.



Teamwork: Working together to perform emotions.

Materials needed: Emotions flashcards

How to play:

- 1 Start by holding up a flashcard from the previous activity (happy, sad, angry, etc).
- 2 Ask the children what sounds they might make when feeling that emotion (eg happy – laughing, sad – crying, etc).
- 3 Next, ask the children to show the emotion on their face without making a sound. For example:
Happy: big smile, wide eyes.
Sad: downturned mouth, drooping eyes.
Angry: furrowed brow, tight lips.
Scared: wide eyes, raised eyebrows, mouth open in surprise.
- 4 Encourage them to exaggerate their facial expressions and try to make them as clear as possible.
- 5 Repeat the activity by holding up different flashcards and encouraging both the sound and facial expression for each emotion.





Activity 3:

Guess the mime

Aim: To encourage children to explore emotions through movement.

Skills developed:



Communication: Expressing ideas about how to show emotions through mime.



Understanding: Showing understanding of what emotions look like.



Movement: Using body language to act out emotions.



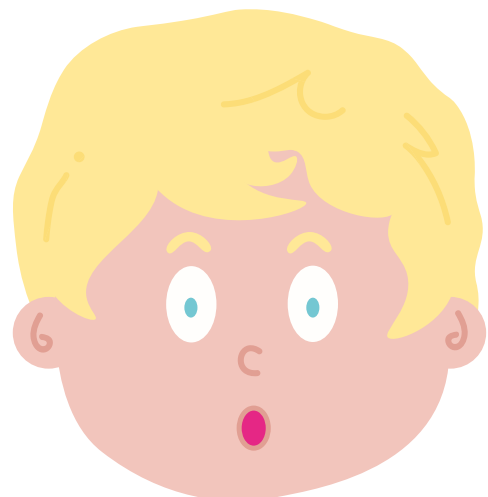
Creativity: Personalising the movements of emotions.



Teamwork: Taking turns and working together to guess emotions.

How to play:

- 1 Start by miming an emotion and ask the children: 'How am I feeling?'
- 2 When the children guess correctly, ask who would like to choose a feeling.
- 3 This child then comes to the front of the class and mimes the feeling.
- 4 The other children guess.
- 5 The child at the front selects a child to take the next turn.
- 6 Repeat until all children have had a turn.





Activity 4:

This is how I feel today

Aim: To encourage children to express emotions through rhyme, language and movement.

Skills developed:



Communication: Expressing ideas about emotions through rhyme.



Understanding: Showing understanding of words and images about emotions.



Movement: Forming and working in a circle with the group.



Creativity: Personalising contributions to the rhyme.



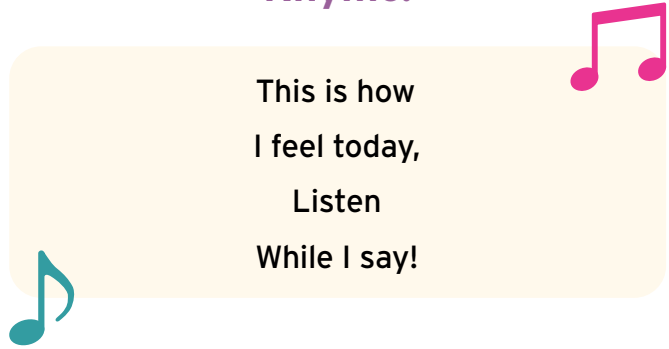
Teamwork: Working together to share emotions.

Materials needed: Emotions flashcards

How to play:

- 1 Form a circle with the children.
- 2 Share the following rhyme.
- 3 Repeat the rhyme together.
- 4 Show the flashcards and remind the children of the different ways they might be feeling.
- 5 Spread the flashcards out in the middle of the circle.
- 6 Select one of the flashcards and say it aloud. Now add on the 'I feel...' line to the rhyme. For example: 'This is how I feel today, listen while I say! I feel happy.'
- 7 Now ask a child to choose a flashcard, repeat the rhyme and say how they feel.

Rhyme:



This is how
I feel today,
Listen
While I say!





Activity 5: ✨ ☆ ✨

It's your turn: learn, learn, learn!

Aim: To encourage children to recognise and express emotions using repetition and physical expression.

Skills developed:



Communication: Expressing ideas about emotions through voice and actions.



Understanding: Showing understanding of the sounds and movements of emotions.



Movement: Using body language to act out different emotions.



Creativity: Interpreting and personalising emotions through movement.



Teamwork: Working together as a class and taking turns in the game.

How to play:

- 1 Form a circle with the children.
- 2 Act out a feeling (eg happy, sad, angry, tired), saying: 'I'm happy.'
- 3 Point to the child next to you, and with the class, say the rhyme together:

It's your turn,
learn, learn, learn.

- 4 The child then copies the emotion and repeats: 'I'm happy.'
- 5 The whole class repeats the rhyme again together.
- 6 Continue around the circle until every child has had a turn.
- 7 Now ask the child next to you to think of a different emotion and repeat the game.
- 8 When children become more confident with the game, each child can respond with their own choice of emotion.





Activity 6: Sing and feel song

Aim: To encourage children to express emotions using song and movement.

Skills developed:



Communication: Expressing ideas about emotions through song and movement.



Understanding: Showing understanding of the sounds and movements of emotions.



Movement: Using body language to act out different emotions.



Creativity: Personalising the sounds and movements of emotions.



Teamwork: Working together to perform the song.

How to play:

- 1 Introduce the first verse of the song to the children, singing it to the tune of 'Baby Shark'. Use expressive voice, facial expressions and gestures to convey the feelings.
- 2 Ask the children to join in with you.
- 3 Ask the class what other emotions they can think of and what they might sound like.
- 4 Add these to a verse of the song, for example:

I feel **happy**,
Hee hee, hee hee ...
I feel **angry**,
Grrr! grrr! grrr! grrr! ...
I feel **tired**,
Yawn, yawn, yawn, yawn ...

- 5 Sing it together.

Song:

(Sung to the tune of 'Baby Shark')



I feel sad,
Booo hooo, hooo hooo!
I feel sad,
Booo hooo, hooo hooo!
I feel sad,
Booo hooo, hooo hooo!
I feel sad.





Activity 7:

The 'What can I do?' song

Aim: To encourage children to understand how to respond to emotions through song, discussion and movement.

Skills developed:



Communication: Expressing ideas about emotions through song, discussion and movement.



Understanding: Showing understanding of emotions and how to respond to them.



Movement: Using gestures and body language to act out emotions.



Creativity: Personalising responses to the emotions in the song.



Teamwork: Working together to share ideas and respond to different verses of the song.

How to play:

- 1 Tell the children: 'We're going to sing a song to help us talk about our feelings. It is sung to the tune of 'Frère Jacques'. Let's try the first one together.'

I feel frightened,
I feel frightened,
What can I do?
What can I do?

- 2 Ask the children to sing it with you.
- 3 Discuss what they can do if they are frightened, eg 'I can talk to someone', 'I can hold my toy', 'I can ask for help'.

- 4 Sing the second half of the verse using one of their suggestions or you can use the following:

I can take deep breaths,
I can take deep breaths,
That helps me feel calm,
That helps me feel calm.

- 5 Ask the children to repeat with you.

- 6 Now sing the whole verse together:

I feel frightened,
I feel frightened,
What can I do?
What can I do?

I can take deep breaths,
I can take deep breaths,
That helps me feel calm,
That helps me feel calm.



Activity 7

- 7 Next, ask them for an idea of another emotion. Repeat the different stages again, using different emotions. Here are some more examples:

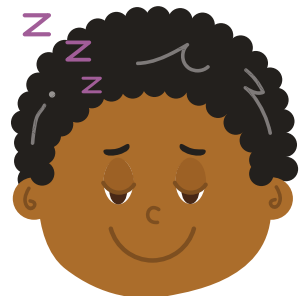
I feel sad...
I can talk to someone,
I can talk to someone,
That helps me feel good,
That helps me feel good.

I feel sleepy...
I can rest my body,
I can rest my body,
Sleep helps me grow,
Sleep helps me grow.

I feel worried...
I can take deep breaths,
I can take deep breaths,
That helps me feel calm,
That helps me feel calm.

I feel lonely...
I can find a friend,
I can find a friend,
That helps me smile,
That helps me smile.

I feel shy....
I can try slowly,
I can try slowly,
One step at a time,
One step at a time.



- 8 Now divide the class into two groups: A and B. Ask the two groups to face each other.

- 9 Tell group A that they will sing the first part of the verse. Tell group B that they will respond with the advice. Include as many emotions as you like in the song.

- 10 Swap groups to give children the opportunity to sing both roles.





Activity 8:

Emotions role-play

Aim: To encourage children to explore emotions through storytelling, movement and imaginative role-play.

Skills developed:



Communication: Expressing ideas, feelings and characters through storytelling and role-play.



Understanding: Showing understanding of the story.



Movement: Using space and body to act out the story.



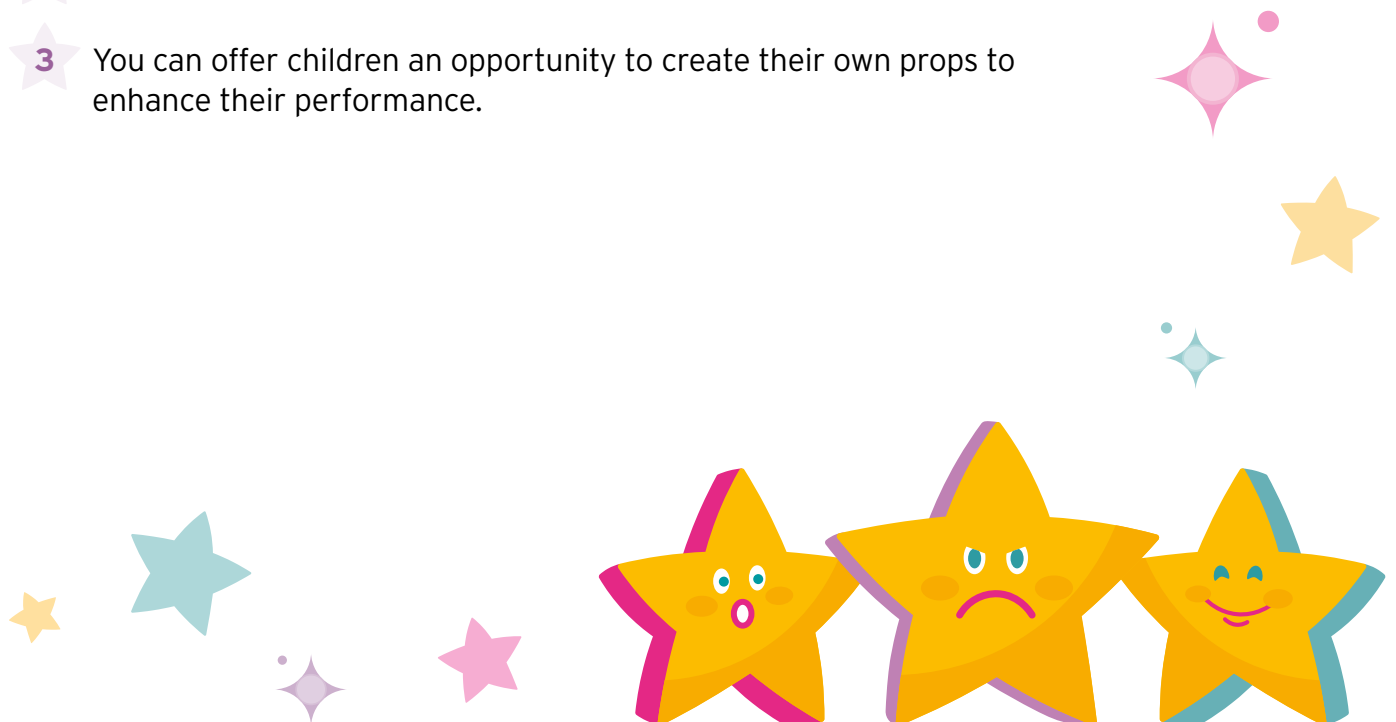
Creativity: Personalising responses to the story, including making props.



Teamwork: Working together to act out the story.

How to play:

- 1 Narrate a simple story (either a published one or one you have made up) that includes emotions. You can add background music to enhance the experience.
- 2 Act this out together with the children.
- 3 You can offer children an opportunity to create their own props to enhance their performance.





Suggested resources with the theme of emotions:

References



- ★ *Feelings: A lift-the-flap book of emotions* – Pat-a-cake
- ★ *How are you feeling today?* – Molly Potter
- ★ *Making Faces* – Abrams Appleseed

Nursery rhymes



- ★ 'You are my Sunshine' – Jimmy Davis
- ★ 'Little Miss Muffet' – Traditional
- ★ 'Hey Diddle Diddle' – Traditional

Songs



- ★ 'If you're happy and you know it clap your hands' – Traditional
- ★ 'The Feelings Song' – Miss Molly
- ★ 'Who's afraid of the Big Bad Wolf'
- ★ 'Feelings and Emotions song' – English for Kids
- ★ 'Happy' – Pharrell Williams
- ★ 'Walking on Sunshine' – Katrina and the Waves

Stories



- ★ *The Colour Monster* – Anna Llenas
- ★ *When I feel Angry/Sad/Happy/Afraid* – Dr Sharie Coombes
- ★ *Daisy's Dragons* – Frances Stickley
- ★ *Ruby's Worry* – Tom Percival
- ★ *The Stompysaurus* – Rachel Bright
- ★ *Fantastic Feelings* – Roald Dahl
- ★ *Connie the Caterpillar Learns to be Kind* – Jo Bivens
- ★ *In My Heart* – Jo Witek





Poems



- ★ Moody – Ann Bonner
- ★ Jealousy – John Mole
- ★ Happy – Michaela Morgan
- ★ Where am I? – Mike Barfield
- ★ Mood-Walking – Kate Williams
- ★ Today, I Feel – Gervase Phinn
- ★ Today is Very Boring – Jack Prelutsky
- ★ The Hippopotamus's Birthday – E V Rieu
- ★ I Wouldn't Be Afraid – Judith Viorst

