

Alan is sad
How does his face look? Choose, cut and stick.

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PHOTOCOPIABLE MATERIAL

Credit: La Cosmonauta

Worksheets
PRE-PRIMARY

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PALABRAS
ALADAS

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TEACHING NOTE

The aim of this activity is for pupils to relate the word *sadness* to the corresponding facial expression. First of all, make sure that pupils understand the meaning of the word *sadness* (most of them probably will). You can guide them with a series of questions: *Alan is sad. Is he laughing? Singing? Crying? Does he feel like playing?* Let them answer *yes* or *no*. After this, help them to decide which face looks sad. Say *Alan is sad*, and choose an emotion to model with your own facial expression (such as anger, happiness, surprise, fear). Repeat with different emotions until the pupils have eliminated the incorrect emotions and identified the expression which corresponds with *sadness*, then give the instructions for the activity: *Look for the sad eyes and mouth and cut them out.* Give the pupils time to cut out the facial features and glue them on. You can either correct the activity individually, or hold up the worksheets one by one for the class to confirm that they are correct.

Finally, you can extend the activity by asking: *How can we help Alan feel better?* Ask each pupil to make a suggestion, repeating the previous suggestions each time. At the end of the activity, the class will have a list of possible ways to console someone who feels sad.

Emotional competences:

Identifying and naming feelings.

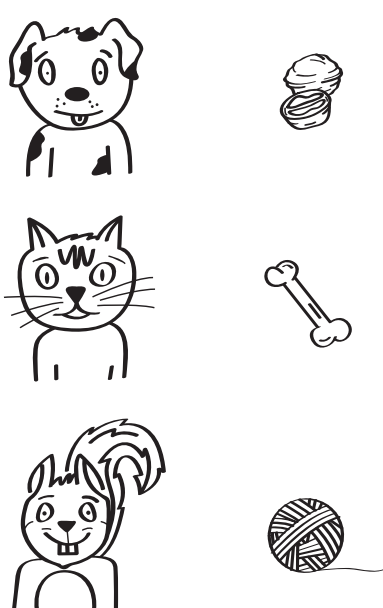
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Very happy

What makes each character happy? Match.



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CHRISTIE LA COMMANAIRE

TEACHING NOTE

The aim of this activity is to raise pupils' awareness of the fact that there are many different ways to be happy. Start by telling the class about something that makes you happy, for example: *Today I'm going to the beach, so I'm really happy.* Smile while you say this. Next, explain the activity: *Now, match each character with the thing that makes them happy.* Do the first example together as a class. Point to the dog, and ask: *What do you think will make the dog happy?* You can help the pupils by making suggestions: *A piano? A box of crayons? A ball of wool?* At least one of the pupils may guess the correct answer (a bone), but if not, ask them to look at the options at the bottom of the picture and choose which one would make a dog happy. Asking the pupils to answer the question before looking at the options in the picture helps them to think more deeply about the task. After answering the first question, ask the pupils to complete the other two individually. Finally, correct the activity as a class. Pretend not to know how to do the task correctly, and ask the class whether your incorrect answers are right so that they can correct you. Finally, give each pupil a new sheet of paper and ask them to draw something that makes them happy.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.

Worksheets
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What a surprise!

Who feels surprised? Colour.

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TEACHING NOTE

The aim of this activity is for pupils to recognise the facial expression associated with surprise. Start by finding out whether the pupils can recognise a surprised face. Ask: *What kind of face do you make when you get a big surprise?* Let the pupils respond with facial expressions. Then ask them for more details: *Is your mouth open or closed? What about your eyes?* Then give out the worksheets and tell the pupils: *Look for four people who are really surprised, and colour them in.* Give them some time to colour, and then correct the activity as a group. When everyone agrees which faces are surprised, ask the pupils: *What do you think they're surprised about?* Try to guide the pupils towards plausible explanations. For example, perhaps the wizard is surprised because a spell didn't turn out the way he thought it would.

Emotional competences:

Identifying and naming feelings.

So scary!

Who feels scared? Circle.



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TEACHING NOTE

The aim of this activity is for pupils to recognise facial expressions associated with fear. You may wish to start by asking them if they have ever felt scared, and what frightened them. Then ask: *What kind of face do you make when you're scared?* Let the pupils respond with facial expressions. You can help them identify the typical features of a frightened expression: eyes open very wide, mouth open wide, trembling lips. Then, explain the activity: *Look for the characters who are scared, and circle them.*

When you correct the activity, you can practise talking about where things are by asking, for example, *Where's the ghost who looks scared?* so that the pupils can answer *In the top tower on the right.* Then, let the pupils talk about the things that frighten them, and make a list of the most common answers. Finally, you can extend the activity by asking: *What do you think the characters in the picture are scared of?*

Emotional competences:

Identifying and naming feelings.

Worksheets
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I'm so excited!

What excites you the most? Colour.

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CHEBE La Communaute

TEACHING NOTE

The aim of this activity is to make pupils aware that excitement is an emotion they feel when they are looking forward to something. Start by saying, for example: *Today I'm excited because my grandmother is coming to visit me tomorrow.* Emphasise the words *today* and *tomorrow*, and use your facial expression to show that you are happy about the visit.

Next, ask the pupils if they feel excited, ensuring they are aware that *excitement* in this context relates to events that have not happened yet. Then do the first part of the activity as a class.

Give out the worksheets and ask the pupils to look at the trees. Ask: *Do any of these trees make you feel excited?* Most of the pupils will probably choose the Christmas tree; if so, ask them to colour it. Next, ask them to look at the other two rows of pictures and colour the ones that make them feel excited. When checking the answers with the class, you can ask the pupils to explain their choices. Help them explain that the picture of the present makes us feel excited because we think there will be something we like inside and we want to know what it is, while the birthday cake makes us feel excited because we look forward to this special day.

Finally, make a collage with the whole class of drawings that make the pupils feel excited, such as days they look forward to like weekends, holidays and days off school.

Emotional competences:

Identifying and naming feelings. Awareness of how feelings influence behaviour.



Anger in the jungle
Who feels angry? Circle.

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TEACHING NOTE

The aim of this activity is for pupils to recognise various gestures that indicate anger. To start, ask: *Have you ever felt angry? What made you feel angry?* If pupils say they have never felt angry, ask them to think of a situation that might make them feel angry: when they don't get something that they want, for example, or when someone treats them badly. Then ask them how they show anger with their body: *Do you go red? Clench your fists? Wrinkle your forehead?* The pupils can model these signs of anger as you say them. Then, give out the worksheets and ask the students to circle the three animals that look angry. When they have done this, you can ask them as a class how they recognised the angry faces – which are the features that show they are angry? Finally, it is important to ask the pupils to think of reasons why people sometimes feel angry, and what they can do about it. Praise the pupils who suggest peaceful ways of resolving anger.

Emotional competences:

Identifying and naming feelings. Understanding others' feelings.