

Over 2's: Identifying Feelings

A fun way to begin to introduce children to different feelings and use simple technology.



Description:

Support children to understand a range of different feelings and how different situations can make us feel different ways. They can then be encouraged to take photographs of you pulling different faces.

Resources needed:

- Camera, camera phone, webcam
- Mirror
- Paper
- Writing materials such as pencils, pens, crayons, paint etc.

Duration: As long as attention-span permits

Intent:

- Encourage children to understand feelings and how different situations can make us feel
- Develop use of simple technology

Implementation:

Begin by standing in front of a mirror and asking your child to pull both happy and sad faces, do the same so that they can also see your face. Next, take a photograph of these happy and sad faces. Talk about which bits of our face change when we change between these emotions, for example, our mouths or our eyebrows.

You can then look at these photographs and begin to talk about what different situations and things can make us feel happy and what can make us feel sad. Once these concepts have been understood, more complex feelings can be introduced such as 'angry', 'shy' or 'embarrassed'.

The child can also be encouraged to draw a portrait of themselves with their different expressions, or draw pictures about things that make us feel these ways.

Keywords:

Happy, sad, feel, face, angry, mouth, eyebrows, shy, embarrassed.

EYFS Learning outcomes:

Characteristics of Effective Learning

- Showing curiosity about objects, events and people
 - Engaging in open-ended activity
 - Representing their experiences in play
 - Maintaining focus on their activity
- for a period of time



- Showing high levels of energy, fascination
- Thinking of ideas
- Making links and noticing patterns in their experience

Personal, Social and Emotional Development: Making Relationships

- Shows affection and concern for people who are special to them (22-36 months)
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50 months)
- Initiates conversations, attends to and takes account of what others say. (40-60+ months)
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60+ months)

Personal, Social and Emotional Development: Self-confidence and self-awareness

- Expresses own preferences and interests (22-36 months)
- Welcomes and values praise for what they have done (30-50 months)
- Confident to speak to others about own needs, wants, interests and opinions (40-60+ months)

Personal, Social and Emotional Development: Managing feelings and behaviour

- Can express their own feelings such as sad, happy, cross, scared, worried. (22-36 months)
- Responds to the feelings and wishes of others. (22-36 months)
- Aware that some actions can hurt or harm others. (22-36 months)
- Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50 months)
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60+ months)

Communication and Language: Listening and Attention

- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. (22-36 months)
- Listens to others one to one or in small groups, when conversation interests them. (30-50 months)
- Focusing attention – still listen or do, but can shift own attention. (30-50 months)
- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60+ months)
- Two-channelled attention – can listen and do for short span. (40-60+ months)

Communication and Language: Understanding

- Understands 'who', 'what', 'where' in simple questions (22-36 months)
- Developing understanding of simple concepts (e.g. big/little). (22-36 months)
- Beginning to understand 'why' and 'how' questions (30-50 months)
- Listens and responds to ideas expressed by others in conversation or discussion. (40-60+ months)

Communication and Language: Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (22-36 months)
- Learns new words very rapidly and is able to use them in communicating. (22-36 months)
- Uses a variety of questions (e.g. what, where, who). (22-36 months)
- Uses simple sentences (e.g. 'Mummy gonna work.') (22-36 months)
- Beginning to use more complex sentences to link thoughts (30-50 months)
- Questions why things happen and gives explanations (30-50 months)
- Uses a range of tenses (30-50 months)
- Uses intonation, rhythm and phrasing to make the meaning clear to others. (30-50 months)
- Uses vocabulary focused on objects and people that are of particular importance to them. (30-50 months)
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60+ months)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60+ months)

