

SESSION 2

FEELINGS PHOTOS

Learning Intentions:

- We are learning to develop the ability to identify and express a range of emotions.

Resources:

- Educator Resource Hub.
- Early Years Journal.
- Internet access, TV/screen.
- 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' book, written by Judith Viorst OR watch **Video E002**.
- iPads/tablets/photography devices.

Outline:

Activity 1: 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' discussion (10 mins)

- Watch **Video E002**, 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' or alternatively read the story 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' written by Judith Viorst, if you have a copy.
- Sit in a yarning circle, after listening/reading the story and ask the following questions:
 - > Have you ever had a bad day like Alexander had?
 - > What happened?
 - > How did you feel?
 - > How do you think Alexander was feeling?
- Reiterate that some days are like that and it's okay to have those feelings.

Activity 2: Feelings photos (20 mins)

- Invite children to photograph themselves and others, to represent different feelings.
- Support children to label feelings/emotions. You could do this by offering the names of the emotions, discussing how the different facial features change and talking about when the children might feel these feelings/emotions.

Activity 3: Guess the emotion (10 mins)

- Invite children to share their photos and have the other children guess the emotion/feeling captured in the photos.
- You might like to print some of these photos and use them as displays of different emotions or for games. Save one of each child for the Early Years Journal.

Early Years Children's Journal Activity



- Print a photo of each child representing their feelings in Activity 2 and glue it into their Early Years Journal.

PLAY BASED PROVOCATION

1. Print and laminate the blank face templates provided (**Early Years Resource Sheets**).
2. Set up the laminated face template sheets on a table in your room.
3. Add manipulative resources to the table such as playdough or clay or a selection of natural resources including rocks, gum nuts, twigs, pinecones, etc.
4. You may also like to add a book for inspiration such as one of The Feelings Series by Tracy Moroney.
5. Invite children to use the manipulative resources to create emotions on the face templates.



First Nations Cultural Connection



Yarning Circle: A harmonious, creative and collaborative way to communicate. This is a place to talk, share, discuss, educate and have a yarn together. It is a place to build healthy and respectful relationships. Aboriginal and Torres Strait Islander peoples have been using yarnarning circles for thousands of years.

www.yarning.com.au/yarning

Sit in a yarnarning circle used by First Nations peoples, where your children are equal and can all see each other. They will learn from each other as a collective and build healthy, respectful relationships during group discussions. Refer to Activity 1.



EYLF Links

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.

Outcome 3: Children have a strong sense of wellbeing.

- **3.1** Children become strong in their social and emotional wellbeing.

Outcome 5: Children are effective communicators.

- **5.2** Children engage with a range of texts and gain meaning from these texts.
- **5.3** Children express ideas and make meaning using a range of media.
- **5.5** Children use information and communication technologies to access information, investigate ideas and represent their thinking.



Educator Prompt

Model emotional literacy, emotions and feelings, e.g. "Sometimes I feel happy when... I have my favourite sandwich for lunch", "My face looks like this [use facial expression] when I feel grumpy", "The children look happy in that photo because they are laughing", "How do you think the child in this photo is looking?"



Weekly GEM Chat

What clues did you see today about how other people might be feeling? Use children's photographs to support discussion.