

# Investigating Feelings - Self-Acceptance

## EXPLANATION:

Young children start building understandings of feelings and emotions from birth. The Feelings Cards provide students with opportunities to explore, identify, label, and talk about a range of emotions. Students use visual cues to build vocabulary and label everyday emotions, contributing to their well-being.

**GRADE LEVELS:**                      Preschool–Kindergarten

**STUDENT GROUPING:**   Whole group discussion and pairs or small groups

**ACTIVITY LENGTH:**           15 minutes; once the concept and game have been introduced, students can engage with a friend at any appropriate time during the day

## CASEL CORE COMPETENCY: *SELF-AWARENESS*

- Identifying one’s emotions
- Linking feelings, values, and thoughts
- You can learn more about the CASEL framework [here](#)

## SCOPE OF TASK:

Feelings/Emotions Cards can be used for a range of activities in preschool and kindergarten settings. The cards can be used for vocabulary words, sight words on word walls, or in simple games.

1. Young children need regular exposure to different feelings in order to understand them and how context can impact feelings. There are many short videos on YouTube that can be used to introduce emotions using visuals, sound, and verbal cues. The teacher can introduce a few emotions at a time using the Feelings Cards as props by making different emotion faces and having students guess the feelings. To model facial expressions, teachers can create exaggerated looks on their own faces and explain the corresponding feeling. For example, “I am so sad when I fall over and hurt my knee.” Explain to students how facial features help us to understand how people are feeling. Ask students to model emotions using their faces and bodies.

### 2. Games that can be played using the Feelings Cards:

**Guess the Feeling:** The teacher or student can hold up a card and get others to name the emotion and make a face that matches. You can flash the card, and the first person to call out the emotion can “win” the card to add an element of competition.

**Make a Face:** Spread the cards face down on a table. Students take turns picking up a card, naming the emotion, and making the facial expression that matches the emotion. Other students can also imitate the emotion.

**Memory:** Cards are placed face down on a table. Students take turns flipping over two cards, trying to find a match of emotions/feelings. If they get a match, they can keep the pair. Students should be encouraged to identify the emotion or feeling. Teachers can ask questions to explore the emotions, for example: “When have you felt like that?”

**What Is the Emotion?:** Spread the cards face down on a table. Students take turns choosing one card, but they keep the card secret. The student acts out the emotion, and others must guess what it is. They can use facial expressions or role playing to convey the emotion displayed on the card.

As students play a range of games with their peers using the Feelings Cards, they enhance the development of their social and communication skills, increasing pro-social skills. Card games provide opportunities for students to take turns, collaborate, build self-esteem, and develop self-confidence.

**Hint:** Developmentally, children grasp emotions at different stages. Typically, for example:

- Three-to-four-year-olds can explore basic feelings, such as sadness, happiness, anger, and excitement.
- Four-to-five-year-olds can explore more complex emotions, such as anger, frustration, and disappointment.

But every child is an individual, and teachers can determine which emotions are appropriate to explore in their context.

**RESOURCES:**

See the two types of emotions cards below:





