

Recognise Emotions

TEACHERS' NOTES

STUDENTS WHO CAN BENEFIT

These exercises are intended for Key Stage 2 and 3 students who have difficulty in reading expressions, in recognising the state of mind of other people, or in knowing how they themselves feel. The exercises could be useful to pupils who are understood to be on the autistic spectrum, but also for any student who has difficulty in perceiving emotion in themselves and others.

OBJECTIVE

There is no 'correct' face to fit the space, but the main object of the resource is to stimulate discussion of what different facial expressions might mean, and of the feelings that might arise from the situation depicted in the exercise.

DESCRIPTION

'Recognise Emotions' consists of cartoon pictures in which there is a blank instead of a character's face. On the pages in the back of the book, four faces are provided for each blank in the exercises. These faces express a variety of emotions, and the pupils' task is to choose which of the faces they think fits the situation in the exercise.

Book 1 - One Face One blank face in a scene: designed to stimulate thinking about how someone feels in a given situation. Some of the exercises involve a child alone, and some concern a relationship between two people.

Book 2 - Two Faces Two blank faces in each scene: to give a more challenging task of thinking about two people's feelings. These exercises are more concerned with relationships.

Book 3 - Three People One blank face in each exercise. This book is about three-way relationships, which are of concern to all students.

Book 4 - Hidden Feelings One blank face in each exercise. What we feel inside may be different from what we show on our faces. Eight of the exercises show the person's public face and ask the students to think about what they might be feeling inside (in a thought balloon). Seven of the exercises show how someone feels (in a thought balloon), and ask students to imagine what they would show to the world.

HOW TO USE

The exercises are designed for use with individual students or in small groups, and to be used in any playful or inventive ways that suggest themselves to you. Here is one small lesson plan for individual work that you could try as an introduction to these materials:

Photocopy the exercise of your choice and the faces from the back of the book that apply to that exercise. Cut out the faces in advance, or ask the student to cut them out. Make a copy of the 'Scene Setting' page. Provide your student with the exercise, the choice of faces and the 'Scene Setting' page.

First of all, look at the chosen exercise together. Then look at the questions in 'Scene Setting', and invite your student to write their answers in single short sentences. This will encourage them to think about which face or faces might best fit the picture in the exercise.

Then, help the pupil to place each of the faces in turn in the blank space in the exercise, see how it looks, and choose the one that, for them, best fits the picture. The different options can produce humorous or interesting results. When your student is happy with their selection, it can be stuck onto the exercise to complete the picture.

BENEFITS

'Recognise Emotions' is intended to amuse and interest your students, whilst addressing their emotional literacy needs. It helps pupils in three ways: to be empathic, ie to imagine the inner state of another person; to be self-aware, ie to think about how they themselves might feel in the situation depicted; and last but not least, to recognise those feelings from a facial expression.

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Book 1 One Face

Written and illustrated by

Peter Rigg

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