



## Emotion Plush Dolls Set 1 - Set of 4

Emotions addressed: happy, mad, scared, sad

### Here's What You Get!

- Four 18"H Dolls with removable clothing
- Teacher's Activity Guide

### Introduction

Young children display a variety of emotions, especially when they are expected to begin functioning in a school-like setting. According to the researcher Piaget, children in preschool and early elementary are egocentric, meaning they instinctively try to satisfy their emotional needs. At the same time, young children cannot specifically identify what their emotional needs might be or how to satisfy them.

The Emotions Plush Dolls allow children the opportunity to talk about emotions with the security of a huggable doll that is displaying an emotional face. The dolls display four emotions: happy, sad, mad and scared. Although these facial expressions are labeled, the teacher can accept any interpretation of the emotional faces by the children. The dolls also represent multi-ethnicity and gender in an attempt to make any child feel comfortable playing with the dolls. Brightly dressed, the front of each shirt/dress has the suggested emotion word written large with its Spanish translation below. However, the clothing is reversible and the teacher can place the word on the back of the doll if she doesn't want to immediately identify the emotion for the child who can read. The dolls' bodies are also posed to express the emotion.

### Use Emotions Plush Dolls to address these Core Standards, Head Start Early Childhood Framework Indicators, and Preschool Objectives from POCET™\*

#### Core Standards:

- SOC (K) Understanding individual development and identity helps us know who we are and how we change
- K-2-ETS1-1. Asking, observing, gathering data, defining problems; developing/improving object or tool to solve problem

#### Head Start:

- Recognizing and labeling others' emotions
- Identifying personal characteristics, preferences, thoughts, and feelings
- Recognizing and labeling their own emotions
- Expressing range of emotions appropriately, such as excitement, happiness, sadness, and fear
- Adapting to new environments with appropriate emotions and behaviors

#### POCET:

- E09 Expressing feelings
- E07 Showing self-awareness
- E10 Understanding how actions affect self and others

\*POCET™ Preschool Observation Checklist and Evaluation Tool is available online at: [www.DiscountSchoolSupply.com](http://www.DiscountSchoolSupply.com).

## Emotion Plush Dolls Set 1 - Set of 4 (continued)

### Suggested Activities:

The teacher may want to place the Emotions Plush Dolls in the dramatic play center to allow the children to become familiar with each doll. When the child has had discovery time with a new toy it usually encourages a more thorough discussion when the teacher wants to use the item as a teaching tool.

- When talking about feelings and emotions, ask the children to look at each doll and describe what emotion they think is displayed on each doll's face. If the children can read, the adult can reverse the clothing so the emotional word is on the back of each doll. That way, the child uses only the facial expression for their decisions.
- As each doll is discussed, have the children use their bodies to create a physical pose that would further define the emotion.
- Concentrate on each emotion at one discussion time. Invite the children to discuss times in their lives when they've had the same feelings. Discuss episodes in life when the children might feel this emotion. For the more negative emotions, such as angry or sad, have the children identify things that might help them feel less sad or angry, assuring them that those feelings are quite normal.
- Explain that there are times when we can help our friends feel more positive and help them get through a negative emotion. Show the sad-faced doll and ask the child to name ways they might help the child feel better.
- There may be times when children do not respond and cannot verbally indicate their feelings. Use the Emotions Plush Dolls as a reference. Have them point to the doll that is displaying the emotion that they feel.

- When the emotion has been identified for a certain doll, ask the children if there is any other feeling the doll might have where her/his face would show the same type of expression.
- When talking about an emotion, place the appropriate doll on display. Have the children draw a picture of how they look when they are feeling the same emotion.
- Place the dolls routinely in the dramatic play center, along with other doll-playing materials, such as furniture, dishes, etc. Allow the children to create play settings that may reflect the dolls' emotions.
- Choose one of the dolls for a discussion. Place the doll in front of a group of children. Ask the children to think about all of the ways they could help a friend who is feeling this kind of emotion. Using a piece of chart paper and a marker, list the ways the children would suggest helping a friend feel better.

### Extended Activity:

- Have a group of children create a play or story, using the Emotions Plush Dolls. Encourage the children to consider the emotion as part of the storyline. Allow the group to retell the story to other children.