



## Emotion Photo Tiles

### Here's What You Get!

- 24 Emotion Photo Tiles (12 pairs)
- 1 Teacher's Activity Guide

### Introduction

Even before they can express themselves with words, very young children have the capacity to experience a wide range of emotions – happiness, sadness, frustration, anger, and more. Emotions can be overwhelming for young children. Recognizing, accepting, and naming their feelings are the first steps in developing strategies for managing emotions. Self-regulation skills help children build positive relationships and problem solve when challenges arise.

The Emotion Photo Tiles feature real photos of children expressing four different emotions – happiness, sadness, anger, and surprise. There are two sets of three different children expressing each emotion. Photos show strong facial expressions and postures – perfect for reading facial cues and interpreting body language. By identifying and discussing feelings children take the first steps in managing emotions in healthy, acceptable ways.

Use the Photo Tiles to address these Head Start Learning Outcomes:

IT-SE 6 Child learns to express a range of emotions.

IT-SE 7 Child recognizes and interprets emotions of others with the support of familiar adults.

IT-SE 8 Child expresses care and concern towards others.

### Suggested Activities

#### Match This Emotion

Select pairs of tiles that show two different emotions such as happy and sad. Show the child two of the tiles and identify the two emotions. Encourage the child to find the two matching tiles and reinforce the names of the emotions when a match is made. When the child can successfully match these tiles, add more tiles to the mix, naming the emotions as the child makes each match.

#### Happy Babies

Select four to six individual tiles that show two different emotions such as happy and sad. Ask the child to find a picture of a happy baby. Is there another picture of a happy baby? Reinforce the child's success ("Yes, that's a happy baby!"). Then ask the child to find the sad babies. Add the other tiles and ask the child to find the children who are angry or surprised, identifying each emotion.

#### Are You Happy?

Select two or three tiles that show the same emotion such as happy. Help the child identify facial cues such as smiles and slightly raised eyebrows. Ask the child to make a happy face. If a mirror is available, invite the child to observe his facial features. Select another set of tiles that show a different emotion such as angry. How are the faces different? Help the child recognize frowning mouths, tight eyebrows, and even crossed arms – facial cues and body language help us recognize

## Emotion Photo Tiles (continued)

emotions. Ask the child to make an angry face and observe in a mirror. Repeat with the tiles showing sad and surprised children noting facial cues and body positions.

### Memory Match

Arrange several matching pairs of tiles face down on the table. Invite the child to turn one tile over and identify the emotion shown. Then ask the child to turn over another tile and find the matching photo.

To make this activity more challenging, place non-paired tiles on the table and ask the child to turn over and identify the emotion shown ("happy"). Then ask her to find another happy baby. This indirect match will provide additional practice in reading cues.

### Tell Me About It

Children who can talk may enjoy discussing emotions. Select a photo of a happy baby. Ask the child to tell you why the baby is happy. Then select – or invite the child to select a different tile and talk about the emotion shown. As the child becomes more comfortable expressing what might cause the emotions in the photos, invite him to tell you about something that makes him feel happy, sad, surprised, or angry.

Extend this discussion of emotions to classroom experiences. When a child is upset, acknowledge the child's feelings to send the message that these feelings are important. Avoid minimizing or trying to make bad feelings go away. When feelings are ignored or minimized, they are often expressed through aggressive acts. Model coping skills that help the child discover ways to solve a problem. For example, "Don't cry, you'll have a turn" minimizes the child's feelings, and

does not help the child cope. "You seem angry because you want a turn. Let's wait for Jasmin to finish, and then you can try" acknowledges the child's feelings and helps him find a solution to a problem.