

How do you feel?

Use this thought-provoking poster to encourage the children to consider how their facial expressions can change, and to be more observant of the changing moods of others

Activities across the curriculum

Personal, social and emotional development

- Invite the children to point to the images of the sad child and the happy child. How did they know how these children were feeling? Why do they think the sad child looks so unhappy? What makes the children feel unhappy? Why might the other child be happy? What makes the children feel happy?
- Look at the image of the surprised girl. Do the children think it is a good surprise or a bad surprise? How can they tell? Invite the children to talk about their own experiences of happy surprises, such as the postman bringing a birthday parcel. Discuss surprises that might make them frightened, such as loud bangs.

Communication, language and literacy

- Explore each image in turn and read the words underneath. Does the word match the image in each case? Try saying the same word for all four images and discuss why choosing the correct word is so important when describing something. Think of alternative words to describe each image, such as 'sleepy', 'amazed', 'unhappy' and 'pleased', and then decide on the best word for each one.
- Ask the children to think of names for the children on the poster that start with the same sound as the descriptive word under each image, for example, 'Tired Tom' or 'Sad Sue'. Invent alliterative strings of words using the children's choice of names, such as 'Sad Sue sat and sobbed', and encourage the children to repeat them.

Mathematical development

- Use the language of opposites when exploring the facial expressions on the

poster, for example, a mouth that is wide open or closed, and so on.

- Encourage the children to explore the shapes of the facial features on the poster and to make contrasting faces by gluing card shapes on to a piece of paper, for example, triangular noses, circular or rectangular eyes and semi-circular mouths, positioned in different ways to indicate happiness or sorrow.

Knowledge and understanding of the world

- Invite the children to look at the facial features of the children on the poster, then compare them to their own by looking in a mirror. Explain that the muscles in the face move to create different expressions that show how we are feeling. Ask the children to move different muscles, for example, to lift their eyebrows, and then discuss how this changes their expressions. Which muscles and facial features move when the children look happy, sad, angry or worried?
- Encourage the children to change their expressions to indicate the moods on the images and let them take photographs of each other. Print off the photographs and create a wall montage with word labels. Include additional expressions suggested by the children.

Physical development

- Ask the children to choose an image on the poster and then take turns to create the same expression while the others try to guess which image it is.
- Encourage the children to act out small scenarios linked to the poster images, for example, yawning and stretching while getting ready for bed, or opening a box and holding their hands up in surprise.



- Explore the image of the tired child to stimulate discussion about the importance of regular sleep patterns as part of a healthy lifestyle. Think about the facial appearance of a very tired child, for example, a pale face and dark rings around the eyes. Encourage the children to role-play bedtime routines.

Creative development

- Invite the children to explore the facial expressions of the children on the poster. With parental permission, recreate them on the children using face paints. Exaggerate the lines, for example, laughter lines at the side of the eyes or a larger turned down clown's mouth.
- Provide the children with some paper plates and a selection of collage materials, then invite them to make their own face masks, using the poster for ideas. Encourage the children to wear their masks to re-enact appropriate scenarios.

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