



Head Start School Intervention Project

Self and Emotion: Emotion Matching – Calm/Scared

Goal of activity: Children exposed to violence often have difficulty identifying emotional states. This activity allows students to match facial expressions with various experiences.

Approximate length of activity: 10 – 15 minutes

Materials: Pictures of faces with Calm or Scared/Excited expressions, pictures of different calming or exciting/scary scenes.

Instructional Procedures:

- The teacher/aide will explain the activity to the student, and show an example. “Does this person look calm or scared?” “He’s making a face that makes me think he’s scared.” “What kinds of things make you feel scared/like making a face like this?”
- The students will then work together to begin to match the face pictures with the scenes.
- The children can join and leave the group as they wish during this choice time activity.



Feeling Safe



Calming My Body and Mind



Making Meaning of My Experiences



KEY POINTS – Signs of anxiety

Unable to express safely or don’t know

- Allow children to observe others matching cards.
- Partner up – encourage another child to help this child find matches.
- Work directly with that student to help find a match.
- Share experiences from the classroom that might make kids happy/sad.

Talking about a sad thing that happened

- Allow the child to talk, offering support while not asking for more information.
- Talk to the School Interventionist if the event the child describes suggests current danger.



LITERACY TIPS

Oral Language

- Use probing questions to encourage the use of more complex sentences: “Tell me about when you are scared?” “Who makes you feel calm at your house?” “How do they make you feel calm/safe?”

Phonology

- Model the sound at the beginning or end of the emotion word: “c” is the first sound in calm, or “m” is the last sound in calm.

Print Knowledge

- Label each emotion with the word. Read the word aloud and explain that the letters on the card, the pictures on the card and word you read all tell the same thing.
- Encourage children to match the words as well as the emotion picture.



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Children who have been exposed to violence may have difficulty identifying and expressing emotional states in themselves and others. This activity allows children an opportunity to practice identifying emotions in a safe and neutral environment.

PLAN-One small change in the classroom that may help a child interact with others.

What will we do?

Who will do it?

When will it be done?

DO -Try out one small change.

What did we do?

Who did it?

When was it completed?

STUDY-Think about when you made this one small change.

Did what you expect to happen actually happen?

What did happen?

ACT – What adjustments might be made?

Time of day	Number of staff members	Individual student
Location in classroom	Large group of students	Small group of students
Other Ideas _____		

*****How helpful was this activity for your students?*****

- | | | | | |
|------------------------|----------------------|------------------------|---------------------|--------------------------|
| 1
not at all | 2
somewhat | 3
don't know | 4
helpful | 5
very helpful |
|------------------------|----------------------|------------------------|---------------------|--------------------------|