



Head Start School Intervention Project
Self Expression: Happy Face Mirrors

Goal of activity: Children exposed to violence may have difficulty identifying and expressing emotions in themselves and others. This activity creates opportunity for students to begin learning about the facial expressions associated with emotional states.

Approximate length of activity: 10 – 15 minutes

Materials: Four hand held mirrors

Instructional Procedures:

- This activity may be done during choice time with 2-4 students at a time.
- The teacher/aide will demonstrate a happy/sad face and/or show pictures of happy/sad faces.
- The teacher/aide will provide a mirror for each student to look into while they practice their own happy/sad faces.
- The teacher/aide will encourage students to look at the faces of classmates to see the happy/sad faces of others.
- The teacher/aide will add some examples of things that might make a child happy or sad: **“I make this kind of sad face when I fall off my bike.”**
- The students can take turns guessing the facial expressions of classmates.





Feeling Safe



Feeling Good about Learning



Making and Keeping Friends

 <p>KEY POINTS –Anxiety/Overstimulation</p> <p><u>Avoiding discussion of sad things</u></p> <ul style="list-style-type: none"> ○ Allow children to observe others ○ Allow children to participate as little or much as they like ○ Use active listening skills: <p>“Sometimes talking about sad things makes us feel sad”</p> <p><u>Overfocus on discussion of sad things</u></p> <ul style="list-style-type: none"> ○ Use active listening skills: <p>“It sounds like/looks like you feel really sad”</p>	 <p>LITERACY TIPS</p> <p><u>Oral Language</u></p> <ul style="list-style-type: none"> ○ Invite children to share things that make them feel sad, happy etc. ○ Expand on one word utterances by asking probing questions: Where, When, Who etc. <p><u>Phonology</u></p> <ul style="list-style-type: none"> ○ Label sad pictures with the word sad and model “s-s-s” sad. Identify the letter as the ‘s’ sound that starts the word sad. ○ Use the same tactic with “h-h-h” happy and talk about how laughing makes the same ‘h’ sound “ha-ha”. <p><u>Print Knowledge</u></p> <ul style="list-style-type: none"> ○ Label mirrors with the written word for the emotion and read these labels to students.
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Head Start School Intervention Project

Exposure to violence may cause a child to have difficulty recognizing and expressing emotional states. Children may experience internal body sensations such as stomachaches, headaches, or tiredness. This activity begins to provide an emotional vocabulary for children.

PLAN-One small change in the classroom that may help a child recognize emotional states. .

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 |
|------------------------|----------------------|------------------------|---------------------|--------------------------|



Head Start School Intervention Project
Self Expression: Emotion Matching Game

Goal of activity: Children exposed to violence often have difficulty identifying emotional states in others. This activity allows students to match facial expressions and the emotional states of happy and sad.

Approximate length of activity: 10 – 15 minutes

Materials:

- Pictures of various faces with happy and sad expressions.
- Pictures of various situations that may cause a child to feel happy or sad.

Instructional Procedures:

- The teacher/aide will lay the pictures on a table or rug during choice time.
- The teacher/aide will hold up a picture of a person and say, **“Tell me about this person?”**, **“Is this person making a happy or sad face?”**
- The teacher/aide will hold up a picture of situation and say, **“What’s happening in this picture?”**
“If this happened to you would you feel happy or sad?”
- Students can match the situations with the facial expressions.





Feeling Safe



Feeling Good about Learning



Making Meaning of My Experiences

 <p>KEY POINTS – Signs of anxiety</p> <p><u>Aggression</u></p> <ul style="list-style-type: none"> ○ Use active listening ○ Provide a role for the child in the activity (holding cards, demonstrating faces) <p><u>Withdrawal from activity</u></p> <ul style="list-style-type: none"> ○ Allow children to observe others ○ Allow children to participate as much or as little as they like <p><u>Overfocus on sad/happy experiences</u></p> <ul style="list-style-type: none"> ○ Use active listening ○ Use this topic to facilitate discussion about other students’ experiences 	 <p>LITERACY TIPS</p> <p><u>Oral Language</u></p> <ul style="list-style-type: none"> ○ Use probing questions to encourage the use of more complex sentences: “What do you think happened here?” “Where are these people?” “Who is this guy?” ○ Expand on one-word utterances: “Yes he does look sad because he is crying.” <p><u>Phonology</u></p> <ul style="list-style-type: none"> ○ Label faces with the written word for the emotion and sound out “s-s-s” sad and “h-h-h” happy while pointing to the letters. <p><u>Print Knowledge</u></p> <ul style="list-style-type: none"> ○ Put together an emotion book with pages labeled with the written word and pictures of facial expression or situation.
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Head Start School Intervention Project

Exposure to violence may cause a child to have difficulty recognizing the emotional state of themselves and others. Children may cope by reacting to body sensations such as headaches, stomachaches, or tiredness. This activity may help children to connect emotional states with situations that occur.

PLAN-One small change in the classroom that may help a child recognize emotional states.

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