



Naming Emotions – Level One

Learning objective

For the child to look at a picture of a Transporters character expressing an emotion and to name the emotion.

Resources required

- [Activity sheets – Naming Emotions 1.](#)
- Magnet-on-string “fishing rod” and paperclips (optional).
- Cereal packet or shoe box (optional).

Activity

The adult prompts the child to name the emotions expressed by various Transporters characters.

Instructions

- Print out the activity sheets.
- Cut out the images of the Transporters characters. Present the cards to the child. Ask them to name the emotions expressed by that character.

You can use a variety of methods to prompt the child’s response:

1. Cloze activities – for example, the adult starts the sentence and the child completes it:
 - Adult: “Sally feels...”
 - Child: “sad”
2. Direct questioning – for example, “How does Sally feel?”
3. Pausing – for example, presenting the picture to the child and waiting for their spontaneous response. This will work most effectively where the response expectations have been set up over a number of repetitions, otherwise the child may name the character rather than the emotion.



4. Offering a forced alternative – for example, “Is Sally happy or sad?”
5. Encouraging imitation – for example, the adult states “Sally is sad” and the child imitates.

Variations:

There are also a number of different adaptations to this activity:

1. Use the cards to play Pairs. Print out two copies of the activity sheets. Cut out the pictures and stick them on to card so that the pictures do not show through when they are turned upside-down. Laminate for durability. Shuffle the cards and place them face-down on a table. The first player turns over two cards, naming the emotions depicted as they do so. If the cards match the player keeps them; if they do not match they are turned over again. The player with the most pairs is the winner.
2. Use pairs of cards to play snap. Print out two copies of the activity sheets. Cut out the pictures and stick them on card so that the pictures do not show through when they are turned upside-down. Laminate for durability. Shuffle the cards and divide them between two players. Each player lays a card on the table, naming the emotion as they do so. If the two cards match, the player who shouts “snap” (or, for non-verbal players, blows a whistle, stamps a foot, etc) first wins both piles. The player who loses all their cards first is the loser.
3. Fishing games. Attach a paperclip to the corner of each card and use a magnet on a string to “fish” for the cards. When a card is “caught” the player must name the emotion in order to keep it. The player with the most cards wins.

Ability requirements

This activity is primarily expressive. The child is needs to be able to recognize and to name the emotion.

When shown a picture of Sally looking sad, some children will be able to use language at sentence level, for example, “Sally feels sad”. Some children may use

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single words, for example, “sad”. Other children may need to use a symbol-based communication system and will need to select the correct symbol to describe the emotion. Symbols are not provided so the adult will need to ensure that the appropriate symbols are available to the child before starting the activity.