

Activity Ideas for TTS Throw Down Emotion Spots

TTS Throw Down Emotion Spots

(PS10055)



Sarah Brown, an experienced Early years teacher and leader shares her thoughts and ideas on the TTS Thrown Down Emotion Spots.

“TTS Thrown Down Emotion Spots are made from durable hard-wearing material that means they can be used inside and outside. Perfect for using in continuous provision or an outdoor learning activity or complimenting a PE or PSED lesson. The spots are double sided, and each emotion is on two spots. The spots link well to many Emotional Literacy programs as they are versatile and can be used in many ways.”

Why emotional literacy matters before the age of 5...?

Research consistently shows that between birth and age five, children's brains undergo rapid development. During this period, they begin learning to:

- Recognise facial expressions
- Understand their own emotions
- Recognise emotions in others
- Regulate feelings
- Develop empathy
- Build positive relationships

The **TTS Thrown Down Emotion Spots** are a fantastic multisensory way to learn about and discuss emotions for all children. By using the spots to discuss emotions with children you can deepen their understanding of emotions and feelings, support self-regulation and help children to develop emotional literacy. All are important skills to support children's development in the early years, later on in childhood and moving into adulthood.

The activity suggestions in this download can be adapted to use in a variety of settings and used with individuals, small groups, whole class and interventions. Many thanks to Sarah Brown for sharing these ideas with us. We hope you enjoy using them.

Emotion Jump

Activity

Lay out the Thrown Down Emotion Spots on the floor.

Call out an emotion and children jump on that emotion. The activity can be played with the emotion faces or the emotion names.



Resources

- TTS Throw Down Emotion Spots

Why?

Children enjoy working in small groups as it provides a smaller, personal and supportive environment where children build connections.

Skills

- Interactions with others
- Social communication skills with others
- Active Listening

Emotion Movement

Activity

Hold up an emotion spot and say what it is. Ask children to show that emotion and move the way that the held-up emotion makes them feel.



Resources

- TTS Throw Down Emotion Spots
- Large space such as hall or outside

Why?

Children enjoy large spaces and whole classes fit better in these when moving around. Naming emotions activates children's emotional vocabulary and strengthens their ability to regulate feelings later.

Skills

- Naming emotions
- Recognising emotions in other or at an activity
- Active Listening

How would you feel if...?

Activity

Adult gives scenarios. Some examples could be:
 You lost your favourite teddy.
 Someone shared their toy.
 You won a race.
 You fell over.

Children jump or stand on emotion they think they would feel if this happened.



Resources

- TTS Thrown Down Emotion Spots
- Picture cards for scenarios to support understanding

Why?

Perspective-talking is one of the earliest building blocks of empathy.

Skills

- Listening to other and 'perspective talking'
- Emotional awareness
- Vocabulary development
- Understanding that people experience situations differently

Emotion Freeze Dance

Activity

Play some music, when the music stops, call out an emotion for children to run to or stand close to that emotion spot.



Resources

- Music
- TTS Thrown Down Emotion Spots

Why?

Movement improves engagement and memory while active learning increases participation in young children.

Skills

- Self-regulation
- Active learning
- Emotional expression
- Physical development

Emotion Detectives

Activity

Hide the spots around the room and ask the children to find them. Name them one at a time or split the group up into pairs to find the emotion together.

Encourage the children to;

- Name the emotion e.g. sad
- Describe it e.g. mouth is down, it's sad
- Show it e.g. show a sad face

Explain when someone might feel that way e.g. Somebody saying they don't want to play with you or losing your favourite teddy.



Resources

- TTS Throw Down Emotion Spots

Why?

Talking about emotions repeatedly helps children develop emotional literacy and communication skills. Children with stronger language skills are also better at recognising emotions.

Skills

- Emotional vocabulary
- Language development
- Observation
- Confidence speaking

Morning Emotional Check In

Activity

Place spots around the space or near your Zones of Regulation/Calm down area. Allow children to think about their feelings and then find time to discuss with children how they are feeling and what might have happened that morning for them to feel like that.



Resources

- TTS Throw Down Emotion Spots
- Your choice of morning registration or emotional literacy intervention, Zones of regulation

Why?

Daily emotion check-ins improve emotional awareness and help children learn that all emotions are acceptable. Recommended within emotional literacy programmes.

Skills

- Builds trusting relationships
- Identifies children needing support
- Encourages emotional expression
- Supports safeguarding

Story Time Feelings

Activity

Read a story and have the emotion spots next to you. Pause at different parts of the story and ask the children questions such as;

- 'how is this person feeling?'
- 'which face matches the character?'
- 'why do you think they are feeling this way?'
- 'what could help them?'

Children could then stand or hold up the chosen emotion.



Resources

- TTS Throw Down Emotion Spots
- A variety of storybooks

Why?

Books and pictures are a fantastic non-confrontational way to support children to recognise emotions in themselves and others.

Skills

- Empathy
- Comprehension
- Inference
- Emotional reasoning

Feelings Obstacle Course

Activity

Children complete an obstacle course. At each station they:

- land on an emotion
- describe it
- copy the face
- explain when someone might feel that way



Resources

- TTS Throw Down Emotion Spots
- Obstacle course items such as tunnels, tapes, hoops, benches, bean bag throw

Why?

Combining movement with learning increases motivation and knowledge retention in young children.

Skills

- Active learning
- Gross motor skills
- Emotional understanding
- Emotional reasoning
- Emotional expression

Emotion Sorting

Activity

Sort the emotions into groups such as emotions that create positive feelings or uncomfortable feelings. For example; positive feelings are happy, proud, excited. Uncomfortable feelings would be worried, angry, nervous.

Discuss the emotions and feelings and share that all emotions are okay and valid. No emotion is a bad emotion, it's important to show how we are feeling in a safe way.



Resources

- TTS Throw Down Emotion Spots

Why?

Teaching that all emotions are normal supports healthier emotional regulation than labelling emotions as "good" or "bad."

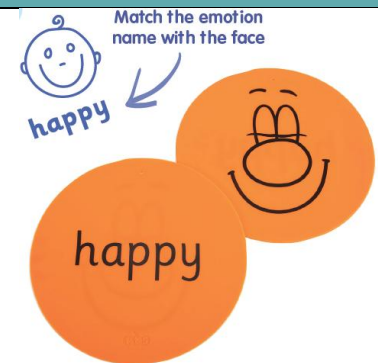
Skills

- Emotional understanding
- Vocabulary
- Critical thinking
- Speaking and listening

Copy My Face

Activity

Adult stands on a spot or holds up a spot and makes a face. Children copy the facial expression and say what emotion they are showing. They can then match the emotion face with the emotion name.



Resources

- TTS Throw Down Emotion Spots

Why?

Facial recognition develops through repeated observations and imitation during preschool years. Allow children to copy facial gestures and features helps them to use the gestures to support their emotional observation and communication.

Skills

- Emotional recognition
- Observation
- Communication