

CIRCLE Activity Collection

Simon Says Feelings

ADD TO MY ACTIVITIES

The children will act out feelings as they play the game *Simon Says Feelings*.

SETTING

Whole Group

MATERIALS

None

1. INTRODUCE

“Today, we are going to play Simon Says Feelings. I will be asking you to show different feelings during the game.”

2. MODEL AND EXPLAIN

“We can use our faces and bodies to show people how we feel. I’ll show you what your face might look like when you feel a certain way. Try to make the same face I’m making so that you know how it feels.” Model the following faces: happy, angry, scared, excited, sad, mad, silly, miserable, jolly, unhappy, surprised.

3. GUIDE PRACTICE

“Remember, when we play Simon Says, you only make the face if I say, ‘Simon says...’ If I don’t say ‘Simon Says,’ don’t make the face. Let’s play!”

Play Simon Says Feelings, substituting feeling phrases for the usual directions.

- “Simon says, make a happy face.”
- “Simon says, make an angry face.”
- “Simon says, look scared.”
- “Simon says, make an excited face.”
- “Simon says, make a sad face.”
- “Simon says, look mad.”
- “Simon says, make a silly face.”
- “Simon says, make a miserable face.”
- “Simon says, make a jolly face.”

- “Simon says, make an unhappy face.”
- “Simon says, look surprised.”

4. SUMMARIZE

“Everyone did a great job playing Simon Says Feelings and showing me your faces with different emotions!”

TEACHER TIPS

After playing Simon Says once, play again with two directions. For example, “**Simon says, make a happy face and clap your hands two times.**” or “**Simon says, make an angry face and stomp your foot two times.**”

[Ver Actividad en Español \(http://circleactivitycollection.org/simon-dice-sentimientos/\)](http://circleactivitycollection.org/simon-dice-sentimientos/)

ACTIVITY GRADE LEVEL(S)

- Pre-K
- Kindergarten

LEARNING AREA(S)

- **Pre-K Primary Domain:** Social and Emotional Development - Emotional Understanding
- **Pre-K Secondary Domain:** Language and Communication - Listening Comprehension
- **K-2 Primary Domain:** Social, Emotional, and Self-Regulation Skills - Emotional Understanding
- **K-2 Secondary Domain:** Language, Reading, and Writing - Listening and Speaking

HEAD START EARLY LEARNING OUTCOMES

Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.

2015 TEXAS PREKINDERGARTEN GUIDELINES

I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.

I.B.2.b. Child can communicate basic emotions/feelings.

II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

II.A.2. Child shows understanding by following one to two-step oral directions in English. (ELL)

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions

FIRST GRADE TEKS ALIGNMENT

§110.3(b)(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions

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