



**TITLE**  
**LET'S SING AND PLAY WITH OUR EMOTIONS**  
Continuation proposal of **FLYING BY THE EMOTIONS**



**MATERIALS**  
Music sheets and Video clip:  
<https://bit.ly/2G9x4oe>

**VARIABLES THAT CAN BE WORKED ON**  
Emotional Identification and Expression, Empathy, Selfcontrol, Creativity

**SCHOOL CONTEXT**  
Personal identity, Bilingualism

**RECOMMENDED AGE**  
3-6 years old

**SYNOPSIS**  
"If you are happy and you know it" is a popular repetitive children's song with many versions of lyrics. We will work with a simple music sheet and a video clip with additional emotions that may also be useful.

**THEORETICAL REFERENCE:** At present our students are at an evolutionary stage where it is fundamental for them to learn to identify basic feelings and name them in order to manage them later on. It is not only important to recognise emotions in ourselves but in others as well and this is what we are going to practice in this activity.

Empathy is a difficult concept to understand at an early age but to make them familiar with it we will work on basic related notions. Children will try to identify how their friends feel and how we could help them to feel better.

**FUNDAMENTAL PURPOSE:** We can make use of very adequate play devices such as singing and artistic expression to work on emotional skills like identification and emotional expression, empathy, self control or creativity.

By having a teachers/choir conductor we will enhance children's choir singing putting to use their selfcontrol in either the movements or the group's interaction when singing and at the same time using their creativity, which at these ages is an ex-

cellent ally to make up a simple coreography which they will be able to perform outside the classroom.

## DEVELOPMENT

### 1<sup>st</sup> Phase

The teacher explains to the children that they are going to be shown a short animated video clip and afterwards he/she can ask them questions such as:

- *What do you see in the video?*
- *Do you always have the same face?*
- *Do you always do the same things?*
- *What do you do when you feel... (happy, angry, scared, sleepy). Ask them to act it out*
- ...

It is important to make sure that the children know all the words that appear in the video. If someone does not know a word ask the rest of the class before saying what it means. We should try to encourage them to explore the meaning of words by themselves and find other words with similar meanings and write them on the board. It is important to enlarge their emotional vocabulary from an early age.

<b>HAPPY</b>	Cheerful, amused, delighted...
<b>ANGRY</b>	Furious, upset, bad-tempered
<b>SCARED</b>	Afraid, fearful, frightened, terrified...
<b>SLEEPY</b>	Tired, asleep, idle, inactive...

### 2<sup>nd</sup> Phase

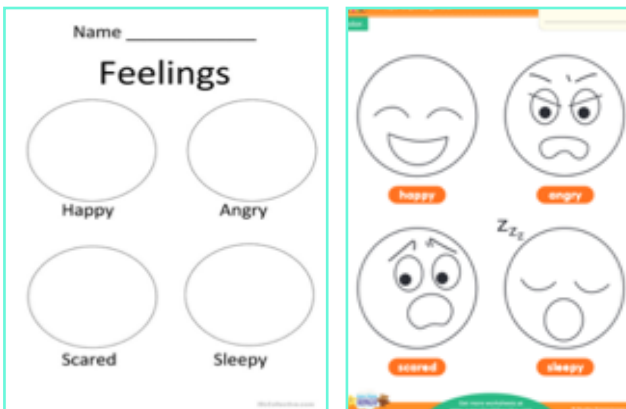
It is time to sing the song!. As is often the case with children songs there are many different lyrics. To begin with it we will sing the version on the video.

The teacher's role as choir director is important to achieve a good result to make children sing and follow the rhythm he or she marks out. This activity involves selfcontrol and decision making. At this point it may be useful to look at *El Coro de las Emociones* video resource, in particular the *Técnicas de gesto* may be helpful.

To take the activity further and to make even more fun we can introduce variations where where, for example, blond children sing one verse, children wearing glasses another, children wearing trousers another... and all together at the end.

### 3<sup>rd</sup> Phase

Once we have worked on emotional vocabulary we can go further trying to draw facial expression with the help of the attached templates (<https://supersimple.com/downloads/if-youre-happy-works-heet-color.pdf>). Give the children coloured crayons and ask them to colour-in the sheets.



Afterwards the group can reach an agreement about putting the most colourful and representative drawings as part of the **Emociómetro** display which we can have on show all the time and can later animate with our **Lectura y Emociones** (LEE) cards after reading in family.

### CONTINUATION PROPOSAL

Let's go still further and do some role-playing. Divide your class into pairs (A and B) and ask them to:

- *Imagine your friend is sad, which would be his/her face? (A)*
- *What could you tell him/her to make them feel happy? (B)*

The activity may be repeated with the other basic emotions. It is a useful way to encourage children's feelings of empathy for their friends and to help them feel better. This positive effect should be expressly explained to the children by their teacher.

## 79 If you're happy

**PARTNER SONGS**

## 80 If you clap

Words and music: traditional American, adapted

Words and music: Jan Hildreth

### Melody

If you're hap- py and you know it clap your hands, If you're  
 hap- py and you know it clap your hands, If you're hap- py and you know it and you  
 real- ly want to show it, If you're hap- py and you know it clap your hands

#### Lyric variations

Like many children's songs, there are many versions of the lyrics. A popular version goes like this:

*If you're happy and you know it, clap your hands!*  
*If you're happy and you know it, clap your hands!*  
*If you're happy and you know it, and you really want to show it;*  
*If you're happy and you know it, clap your hands!*

This verse is usually followed by three more, four more, etc. which follow the same pattern but say: "If you're happy and you know it, stomp/stamp your feet!", "If you're happy and you know it, shout/say 'hooray!'", "If you're happy and you know it, do all three!" and "If you're happy and you know it, do all four!". Other versions of the song say "then your face will surely show it" in place of "and you really want to show it"; the form "then you really ought to show it" has also been used. Many variations on the substance of the first three verses exist, including:

- "... shout/say, 'Hooray!'"
- "... slap your knees!"
- "... slap your legs!"
- "... turn around!"
- "... snap your fingers!"
- "... nod your head!"

- "... tap your toe!"
- "... honk your nose!"
- "... pat your head!"
- "... shout/say, 'We are!'"
- "... stomp/stamp your feet!"
- "... shout/say, 'Ha, ha!'"
- "... do all three!"
- "... do all four!"

