

# Characters' feelings and actions

## Objective

To draw on personal experience to interpret characters' emotions and actions within pictures and text to explain what is happening or may happen next.

## Background knowledge

Evaluation questioning requires the children to put on their Private Detective hats and ask themselves: *What do I think about the characters' feelings and actions in relation to my own experience?* It asks them to uncover evidence to explain the characters' behaviour, and unfolding events in the story. The use of visual imagery draws powerful evaluation responses from children, especially when it mirrors their personal world. Children are particularly able to identify with the characters when facial expressions and body language are explicit in the picture. The emotions they express prompt children's empathy and invite them to make links to other clues on the page, to deduce what is happening and what may happen next in the story.

## Skills

These activities help the children to recognise and interpret facial expressions and body language to explain the thinking and behaviour of characters within picture narrative.

- **Photocopiable page 101 'Feelings and actions'**
  - Ask the children to explain how they know when someone is feeling happy, sad, angry and so on.
  - Talk with them about how our facial expressions and behaviour communicate our feelings and thoughts to others.

- Explain that facial expressions and body language do not generally need words for us to understand and predict what people are feeling or why they are behaving in a certain way. We all recognise and share the emotions behind these expressions from time to time.
- Hand out the photocopiable sheet. Ask the children to look closely at the four picture boxes. Explain that each box contains a scene where the characters' feelings and emotions are described by their body language and facial expressions.
- Ask the children in pairs to discuss the pictures and locate the clues that explain what the characters might be thinking and feeling.
- Then, using the picture clues they have found, ask them to say what they think is happening and what may happen next in the scene.

## Comprehension

- **Photocopiable pages 102 and 103 'Red card'**
  - Show the children the photograph from the first photocopiable sheet. Ask the children to explain what is happening in the picture.
  - Hand out the photocopiable sheets and ask the children to answer the evaluation questions. Remind the children that there is no wrong answer for an evaluation question – as long as their explanations refer to the picture and text as well as their own experience and knowledge. They also need to generate and answer their own questions.

## Digital content

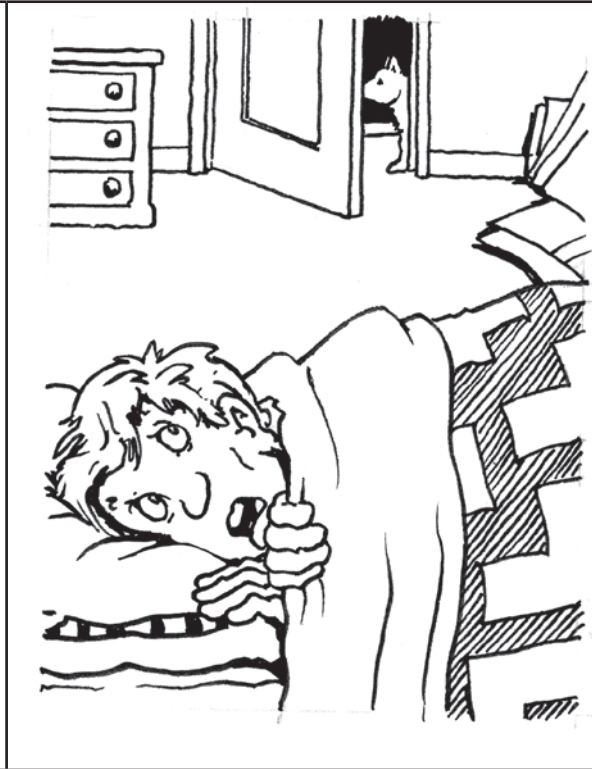
On the digital component you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'Red card (2)'.
- Interactive versions of 'Feelings and actions' and 'Red card'.

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# Feelings and actions

■ Look at the four picture boxes below. What does the body language and expression on the faces tell you about how they are feeling and what might happen next?



Name: \_\_\_\_\_

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## Red card (1)



Photograph © 2007 Image Source/JupiterImages.

## Red card (2)

1. Explain what you think is happening in the photo scene. Why do you say that?

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2. Why do you think the player is holding back the other player? Why do you say that?

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3. What do you think would happen if the player didn't hold his teammate back? Give your reason for saying this.

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4. How do you think the referee is feeling? Why do you say that?

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5. Your 'do you think' question:

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Your answer:

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6. Your 'do you think' question:

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Your answer:

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