



Emotions and feelings with AAC

Activity sheet

- **Target group:** 6 + years
- **Duration:** 30–45 minutes
- **Material needed:**
 - Emotion cards (illustrations depicting basic emotions such as happiness, sadness, fear, anger, pride, loneliness)
 - Cards with possible reactions and social solutions (e.g., “What to do when someone is sad?”, “How to show friendship?”)
 - Symbols for expressing needs (food, drink, rest, hug, conversation)
 - Dolls or stuffed toys representing characters from the story (The Ugly Duckling, swans, other animals)
 - Mirror for self-observation and recognition of one’s own facial expressions
- **Key competence:** daily life skills

GENERAL OBJECTIVES

This activity helps children develop **emotional intelligence, self-confidence, social skills and understanding of their own and others' needs** through a familiar story. Children learn to recognise emotions, express themselves and



better understand how to behave in everyday situations. AAC tools enable every child to participate, express feelings and build relationships.

IMPLEMENTATION

1. Recognising emotions

By reading selected parts of the story, stop to talk about the emotions that the Ugly Duckling experiences. Children use emotion cards or communication symbols to describe the characters' feelings and their own similar experiences.

2. How to be a good friend?

Organise a discussion circle about acceptance, compassion, and helping others. Cards with depictions of social situations are used to encourage thinking about what it means to be a good friend.

3. Self-care and personal needs

The game “What does the Ugly Duckling need?” – children choose pictures that represent needs (food, water, home, hugs, conversation, play). After that, talk about pupils' own needs and how they can recognise and express them.

4. The role of family and friends

Children think about the people who love, support, and protect them (parents, friends, educators) and create a “Circle of Support” with their names or pictures. The activity strengthens a sense of belonging and security.



5. Role play

Children, with the support of their teacher, create characters from the story using recycled materials. After that they take play roles of characters from the story and act out scenes in which they face challenges and seek support. Through guidance and the use of AAC resources, positive communication and conflict resolution are encouraged.

POTENTIALS FOR AAC SKILLS DEVELOPMENT

These activities provide a variety of opportunities with AAC tools for expressing feelings, needs and social messages. Children learn to use symbols for emotions, interpersonal relationships, and everyday situations. Verbal and non-verbal communication, active listening, and the development of strategies for solving problems and conflicts are encouraged.

TO GO FURTHER

This activity can be linked to other stories or real-life situations from the child's life (e.g., in kindergarten or school). It is possible to create personal communication boards for daily routines, daily plans, expressing emotions or needs for help. Involving parents or caregivers in continuing the activity at home further strengthens emotional and social connection.

