



The girl is surprised because she got a present.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – what is it doing? What has happened to her eyes and her mouth?

What are her hands doing?

Level 2: Cause of Emotion

Do you think she had any idea she was getting a puppy, or was it a complete surprise?

Would she look this surprised if she had asked for a puppy and was expecting it?

Who do you think gave her this present – and how are they feeling watching her reaction?

Is this a good surprise or could getting a puppy also feel a little overwhelming?

Level 3: Expressing Emotions

What sound do you think came out of her mouth the moment she saw it?

Is the surprise of getting a living animal different from the surprise of getting a toy – why?

Level 4: Social Understanding & Empathy

A puppy is not just a present – it is a big responsibility. Do you think that thought has crossed her mind yet?

If your friend got a puppy as a surprise but you are scared of dogs, what would you do?



The girl is surprised to see her grandmother.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – what is it doing?

How is she standing?

Level 2: Cause of Emotion

Do you think she knew her grandmother was coming, or was it completely unexpected?

Would she look this surprised if it had been a neighbour at the door instead?

How far away do you think the grandmother lives – and does that change how surprising this feels?

Level 3: Expressing Emotions

What do you think she said the moment she opened the door?

Have you ever opened a door or turned a corner and found something completely unexpected – what did you do?

Is being surprised by a person different from being surprised by a present – why?

Level 4: Social Understanding & Empathy

How do you think the grandmother is feeling standing at the door watching the girl's reaction?

Who else in the house might have known the grandmother was coming?

If the grandmother had called ahead to say she was coming, would the welcome feel any different?



The boy is surprised to see his birthday cake.

Level 1: Noticing Faces and Body Cues

Look at the boy's face – what is happening to it right now?

Look at his sister beside him – what does her face tell you about how she is feeling?

How is his whole body reacting – is he moving forward or has he stopped in his tracks?

Level 2: Cause of Emotion

How do you think his sister got him into the room without him knowing what was waiting?

Do you think he suspected anything on the way?

Level 3: Expressing Emotions

What is the first thing he might have said?

What might he have done if he did not like surprises?

Surprise and happiness are hitting him at the same time – which one do you think he feels more right now?

Level 4: Social Understanding & Empathy

If one person had accidentally told him beforehand, how would that have changed everything?

Do you think this is just a surprise birthday cake, or do you think they also have a party planned?



The girl is surprised to see the fireworks.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – is her mouth open or closed?

What are her hands doing?

Look at the father's face - does he look surprised too?

Level 2: Cause of Emotion

What is happening in the picture?

Do you think she sees fireworks every day?

What about the fireworks makes her surprised? Is it the colours, or the noise?

What clues tell you this is a good surprise?

Level 3: Expressing Emotions

What might she say to her father about the fireworks?

Are you sure she is surprised and not scared of the fireworks? How?

Could children also be scared of fireworks?

Level 4: Social Understanding & Empathy

Why is she sitting on her father's shoulders?

Why are their fireworks? Is it a special occasion?



The girl is disgusted because she stepped on something sticky.

Level 1: Noticing Faces and Body Cues

Look at the girl's face. What is her mouth doing?
Look at her body. Is she standing still or moving?
What do her hands tell you about how she is feeling?

Level 2: Cause of Emotion

What do you think she stepped on?
How do you think it felt under her foot – was it wet,
slimy, or squishy?
Do you think she knew it was there before she
stepped on it?

Level 3: Expressing Emotions

What sound do you think she made when it
happened?
Have you ever stepped on something yucky? How
did it make you feel?

Level 4: Social Understanding & Empathy

If your friend stepped on something yucky, what
would you do?
Do you think everyone would be disgusted by the
same things? Why or why not?
After she cleans her foot, do you think she will still
feel disgusted or will she feel better?



The boy was disgusted by the caterpillar.

Level 1: Noticing Faces and Body Cues

Look at the boy's face. What is his mouth doing?

Look at his body. Can you copy how he looks?

Level 2: Cause of Emotion

How do you think the caterpillar feels on his skin – is it tickly, creepy, or something else?

What is it about the caterpillar that is making him feel disgusted – is it the way it moves, the way it looks, or how it feels?

Level 3: Expressing Emotions

What sound or words do you think came out of his mouth?

Have you ever had a bug crawl on you? How did it make you feel?

Do you think the caterpillar is trying to hurt him, or does it just want somewhere to walk?

Level 4: Social Understanding & Empathy

Is it possible to feel disgusted by something even when you know it is harmless?

What can the boy do to help himself?

If you were standing next to him, how would you help him?



The boy was disgusted by his smelly socks.

Level 1: Noticing Faces and Body Cues

Look at the boy's face. Does it look all scrunched up?

How far away is he holding the socks from his face?

Can you make a disgusted face?

Level 2: Cause of Emotion

Why did his socks get smelly?

If he held the socks further away, do you think he would still feel as disgusted?

Level 3: Expressing Emotions

What might he do with the socks now?

Is throwing them on the floor and walking away the best next thing to do?

What else can he do to actually make things better?

Level 4: Social Understanding & Empathy

Would you tell a friend if their socks were smelly?

Do you think the boy feels embarrassed as well as disgusted? Can you feel two emotions at once?



The girl was disgusted when the crow pooped on her.

Level 1: Noticing Faces and Body Cues

Look at the girl's face. What is it doing?

Where has the poop landed, and how is she reacting to it?

Has she dropped her lunch, or is she still holding it?

Level 2: Cause of Emotion

She was in the middle of eating. Why might that make the disgust feel even worse?

Do you think she will want to finish her lunch after this?

Level 3: Expressing Emotions

What do you think she said the moment it happened?

If it had landed next to her instead of on her, do you think she would feel differently?

Do you think her friends might find this funny?

Level 4: Social Understanding & Empathy

If you were sitting next to her when it happened, what would you do first?

How do you think she will feel telling this story to her family later. Still disgusted, or something else?

Is there a difference between something being disgusting and something being funny. Can it be both at the same time?



The boy is confused by his shoe laces.

Level 1: Noticing Faces and Body Cues

Look at the boy's face. How do you know he is confused?

Does his body look relaxed or tense?

Can you make a confused face?

Level 2: Cause of Emotion

What do you think happened here?

Has he tied his laces before, or is this his first time trying?

What part of tying laces do you think is the trickiest to remember?

Level 3: Expressing Emotions

Do you think he might get angry next because he cannot get it right?

Should he slow down? Will it help him remember?

Level 4: Social Understanding & Empathy

If you saw him struggling, would you help him?

How do you think he would feel if someone laughed at him for not remembering?

Should he ask for help now?



The girl is confused by her homework.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – what is it doing?

Where are her eyes looking – at the page, at the ceiling, or somewhere else?

What is she doing with her pencil?

Level 2: Cause of Emotion

What subject is she working on?

Why do you think she looks confused? Is it because she was not listening in class?

Level 3: Expressing Emotions

Does she look like she wants to give up, or is she still trying?

Is asking for help a good thing to do?

Who can she ask for help? What can she tell them?

Will it help if she started crying?

Level 4: Social Understanding & Empathy

If you were sitting next to her, would you help straight away or give her a moment – why?

How would she feel if someone made fun of her for not understanding?



The family is confused about which way to go.

Level 1: Noticing Faces and Body Cues

Look at the mother's face – what does it tell you?
Are the children looking at her or looking around them?

Are all three of them confused?

Why are the boys pointing in different directions?

Level 2: Cause of Emotion

Where do you think they are – somewhere familiar or
somewhere they have never been before?

Are the signposts helping them?

How do you think they will feel once they find the right
way?

Level 3: Expressing Emotions

What do you think the mother is saying to the children
right now?

Have you ever been lost somewhere with your family –
what did you do?

Do you think they might be scared also?

Level 4: Social Understanding & Empathy

If you saw this family looking lost, what would you do?

Do you think the mother feels any extra pressure
because she is the adult?

Can being confused together as a family feel different
from being confused on your own?



The children are confused by the toy's instructions.

Level 1: Noticing Faces and Body Cues

Look at their faces — is the boy's expressions different to the girl's? How?

Do you think the boy is telling his sister anything?

What might he be saying?

What are their hands doing?

Level 2: Cause of Emotion

What do you think is confusing them?

Do you think they have just started building or have they been building for a while before getting stuck?

Level 3: Expressing Emotions

What do you think they are saying to each other right now?

How can they both work together and figure out what to do next?

If they cannot figure it out, what can they do next?

If they put the instructions away and just built whatever they wanted, would that be giving up or being creative?

Level 4: Social Understanding & Empathy

After all that hard work, would you find it easy or hard to take it apart again — what do you think they will do?



The boy got ready to dive in confidently.

Level 1: Noticing Faces and Body Cues

What is his body doing – is he hesitating at the edge?

Where are his eyes looking – at the water, or somewhere else?

How is his body looking different to someone who is nervous about jumping in?

Level 2: Cause of Emotion

Do you think this boy has practised diving before?

Do you think the boy will dive confidently in any swimming pool? What about if he had to swim in the ocean?

Level 3: Expressing Emotions

How do you think this boy is feeling at the moment?

Have you ever felt really confident about something – what did that feel like in your body?

Is there a difference between feeling confident and showing off – how can you tell which one this is?

Level 4: Social Understanding & Empathy

If a friend was too scared to dive, will more practice help?

If you don't know to swim, is it OK to copy your confident friend and jump into a pool?



The girl rode her cycle confidently.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – what is it doing?

Look at the father's face and body - is he feeling confident that she will be OK?

Level 2: Cause of Emotion

How long do you think she has been practising for?

Do you think she knows her father has let go?

Level 3: Expressing Emotions

What do you think she is feeling at this exact moment?

Will she try again if she has a fall?

Level 4: Social Understanding & Empathy

How do you think her father is feeling as he watches her ride away?

What do you think she will tell her friends tomorrow?

Why is she wearing a helmet when she can ride confidently? Is it OK to take it off?



The boy climbed the mountain confidently.

Level 1: Noticing Faces and Body Cues

Look at both children – what is the first difference you notice between them?

How are their bodies placed on the wall – is one clinging tighter than the other?

Where are each of their eyes looking – are they looking at the same thing?

Level 2: Cause of Emotion

Why do you think one child feels confident while the other feels scared?

Do you think the confident child has gone rock climbing before?

Level 3: Expressing Emotions

What do you think each child is saying to themselves inside their head right now?

Do you think there is an adult there somewhere?

What do you think they might tell the adult?

Level 4: Social Understanding & Empathy

What could the confident child do or say that would help the other child?

How would the scared child feel if somebody made fun of him?

How do you think they will feel when they reach the top?



The girl spoke confidently.

Level 1: Noticing Faces and Body Cues

Look at the child's face. Can you try and copy it?
How is she standing? What does it say about how she feels?

What are her hands doing – are they still or moving as she speaks?

Level 2: Cause of Emotion

Do you think she has practised her speech a lot?
Do you think there are a lot of people watching her?

Do you think that bothers her?

If she was scared, how would she look?

Level 3: Expressing Emotions

Have you ever had to speak in front of others? Were you confident or scared?

Can someone look confident on the outside while feeling nervous on the inside – how would you know?

Level 4: Social Understanding & Empathy

How could you help a friend who is scared of speaking in front of a crowd?

How do you think the audience feels watching someone speak with such confidence?



The boy is embarrassed because his trousers are falling off.

Level 1: Noticing Faces and Body Cues

Look at the boy's face – what is it doing?
What is his body doing – is he still swinging or has he stopped?

Level 2: Cause of Emotion

Who else is around? Is it worse because his friends have seen his underpants?
Would he feel the same way if this happened at home with just his family around?
Do you think he wants to stay on the bars or get down as quickly as possible – why?

Level 3: Expressing Emotions

What do you think he is saying to himself right now?
What does embarrassment feel like inside your body – is it hot, cold, or something else?
What might he do next – laugh it off, ignore it, or walk away?

Level 4: Social Understanding & Empathy

Which of the two children is kinder?
Have you ever felt embarrassed? Talk about it.



The girl is embarrassed because she failed the test.

Level 1: Noticing Faces and Body Cues

Look at the girl's face — what is it doing?
What is she doing with her hands? Why?

Level 2: Cause of Emotion

Is she more upset about the mark itself, or about what others will think when they find out?
Would she feel embarrassed showing her marks to her parents?

Level 3: Expressing Emotions

Can you feel embarrassed even when nobody is watching?
What might she do with the test paper when she gets home — show it or hide it?

Level 4: Social Understanding & Empathy

If a friend told you they had done badly on a test, what would you say?
Do you think she will do better on her next test to save herself the embarrassment?



The boy is embarrassed because he fell into something yucky.

Level 1: Noticing Faces and Body Cues

Look at his friend— is she trying to stop laughing or can she just not help herself?

Can you try and copy the boy's expressions?

Level 2: Cause of Emotion

What do you think happened here?

What do you think is making this worse — his friend laughing, or getting dirty?

If nobody had seen him fall, would he still feel embarrassed or just disgusted?

Level 3: Expressing Emotions

He is feeling embarrassed and disgusted together — which feeling do you think is stronger right now? What do you think he will say to his friend when he gets up?

Do you think he will ever find this funny himself?

Level 4: Social Understanding & Empathy

Is his friend being unkind?

What is the one thing she could do right now that would actually make him feel better?



The boy is embarrassed because he could not read the book.

Level 1: Noticing Faces and Body Cues

Look at the boy's face – what is it doing?

Where are his eyes – is he looking at his book, at the teacher, or at his classmates?

How is he holding the book – is he hiding behind it or holding it normally?

Level 2: Cause of Emotion

What is happening in this picture?

Would he feel the same way if the teacher had asked him to read privately at her desk instead?

Level 3: Expressing Emotions

What do you think is going on inside his head as he tries to find the next word?

Does feeling embarrassed make it harder or easier to concentrate – why?

How do you think he will feel when he finally sits back down?

Level 4: Social Understanding & Empathy

How should his classmates behave while he is struggling – what would help and what would make it worse?

If you were his friend sitting in the class, what would you do?

The teacher asked him to read – do you think she knew he would struggle, or did she not realise?



The girl is disappointed because the tickets were sold out.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – what has happened to it?
Who is she looking at? Why?

Level 2: Cause of Emotion

Do you think she had been looking forward to this for a long time or was it a last-minute plan?
Would she feel better if her mother took her to some other fun activity now?

Level 3: Expressing Emotions

Do you think she was feeling excited when she first got the counter?

Have you ever really looked forward to something that didn't happen – where did you feel it in your body?

Is disappointment the same as sadness, or is it something slightly different?

Level 4: Social Understanding & Empathy

Do you think her mother is disappointed also?
Do you think she will feel the same way about this tomorrow, or will it feel smaller with time?



The girl is disappointed because she only got a small piece of the cake.

Level 1: Noticing Faces and Body Cues

Look at the girl's face – what is it doing?

Can you make a disappointed face?

Level 2: Cause of Emotion

What do you think happened at the party that disappointed her?

Is she more upset about the size of the piece or about feeling like she got less than everyone else?

Do you think it was done on purpose or by accident – and does that change how she feels?

Level 3: Expressing Emotions

What is she saying to herself right now – and what does she wish she could say out loud?

Is there a difference between feeling disappointed and feeling it is unfair – which one is stronger for her?

Level 4: Social Understanding & Empathy

It is someone else's birthday party – how does that make it harder to say anything about the size of her piece?

If you noticed your friend had a smaller piece than you, what would you do?

Is it okay to feel disappointed about something small like a piece of cake, or should she just be grateful she got any?



The boy is disappointed because the puppies did not play with him.

Level 1: Noticing Faces and Body Cues

Look at the disappointed boy's face – what is it doing?
Where are his eyes looking – at the puppies, at his friend, or away?

How is he standing – is he still trying to get the puppies' attention or has he given up?

Look at both boys together – how can you tell that one boy is happy, and the other is not?

Level 2: Cause of Emotion

Do you think the puppies chose his friend on purpose or just by chance?

Is he more disappointed about missing out on the puppies, or about his friend having something he doesn't right now?

Do you think he was expecting the puppies to come to him – what makes you think that?

Level 3: Expressing Emotions

What is he saying to himself right now – and what does he wish he could say to the puppies?

Animals cannot choose fairly – so why does it still hurt when they pick someone else?

Have you ever been left out of something that wasn't anybody's fault – how did that feel?

Level 4: Social Understanding & Empathy

His friend is having a wonderful time – should he hide how he feels to help his friend feel better?

What is the kindest thing his friend could do right now?

If the puppies suddenly ran over to him, how quickly do you think his disappointment would disappear?



The boy is disappointed because he did not have enough money to buy what he wanted.

Level 1: Noticing Faces and Body Cues

Look at the boy's face – what is it doing?

Where are his eyes looking?

What are his hands doing?

Level 2: Cause of Emotion

Do you think he knew before he got to the shop that he might not have enough, or did it come as a surprise?

Would he feel even more disappointed if he had been saving up for this toy for a long time?

Level 3: Expressing Emotions

What is he saying to himself right now – and what does he wish he could say out loud?

Is it OK to ask his parents for more money?

Level 4: Social Understanding & Empathy

If you were with him, what would you say or do?

What could he do to make sure this doesn't happen next time he really wants something?

Do you think he will still want this toy in a few weeks, or might the feeling fade?