

# Card Faces - Levels C & D

GRATITUDE

To help students practise recognising and expressing emotions by connecting playing cards with different feelings and acting them out through facial expressions.



## Learning Intentions

### Recognise Emotions:

To be able to identify feelings when I see them on someone's face.

### Express Emotions:

I can use my own face to show different emotions.

### Build Understanding:

I can practise noticing and copying how feelings look to help me understand others.



## Success Criteria

Students can select a card and correctly link it to a feeling.

Students can share or act out at least one response.

Students can listen to peers' answers with respect.



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Duration: 10–15 minutes

## Objective

To help students practise recognising and expressing emotions by connecting playing cards with different feelings and acting them out through facial expressions.

## What You Need

- A deck of playing cards
- Optional: emotion picture cards for extra support (found in PDF resource tab).

## Gameplay

1. **Set Up the Feelings** – Assign card values to emotions:

- 1–3 = Happy
- 4–6 = Sad
- 7–9 = Angry
- 10–K = Surprised
- A = Calm

2. **Flip a Card** – One student flips over a playing card.

3. **Make the Face** – The student makes a facial expression to match the emotion linked to that card.

4. **Guess the Feeling** – The group guesses the emotion being shown.

5. **Copy the Expression Together** – Once revealed, all students copy the same facial expression to practise recognition and empathy.

6. **Continue Play** – Repeat with each student taking turns flipping a card.

## Debrief

- “Which face was the easiest to make?”
- “Which emotion was hardest to guess?”
- “How can recognising faces help us understand others better?”



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## For Wheelchair Users / Accessibility

- Students who find facial expressions difficult can point to or hold up an **emotion card** instead of acting it out.
- Provide mirrors so students can see their own expressions.
- Use adapted communication systems (e.g., AAC devices or emotion boards) for students with limited facial mobility.
- Ensure all students have a way to join in guessing emotions (pointing, speaking, gestures, or devices).

## Notes for Inclusion

- Reinforce that all attempts at showing emotions are valid; faces don't have to look the same.
- Encourage peers to support each other in guessing emotions.
- Allow flexible participation (making the face, choosing a picture, or describing the feeling).

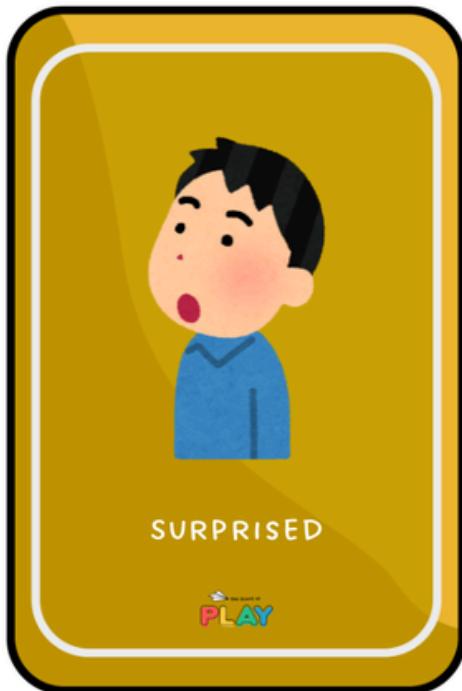
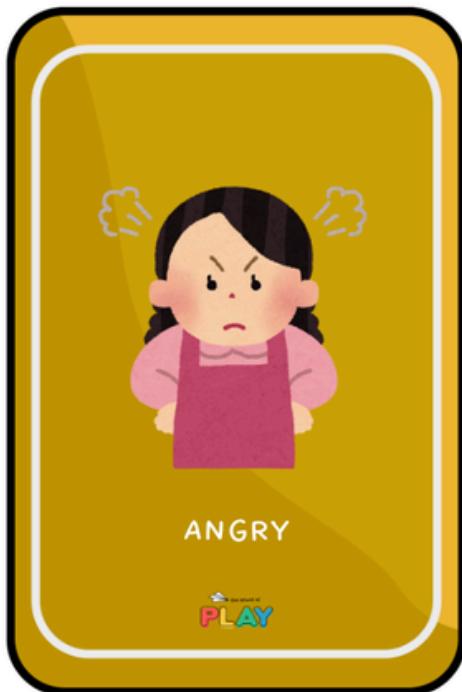
## Variations

- **Group Guessing Game:** Place multiple cards face down. A student picks one, makes the face, and the whole group guesses the emotion.
- **Storytelling Edition:** After making a face, the student shares (or the teacher helps describe) a short situation when someone might feel that way.
- **Home Edition:** Families play together at home, practising emotions and talking about times they have felt them.

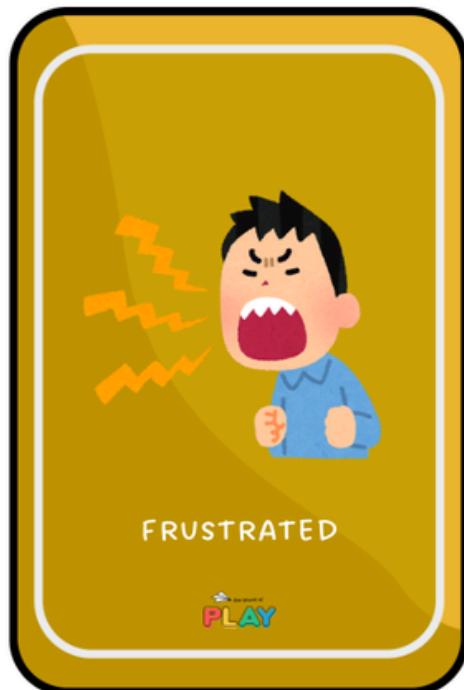
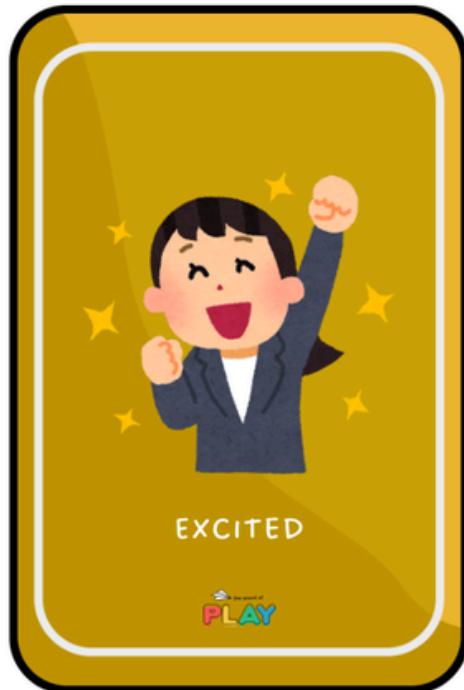


# EMOTION CARDS

PRINT AND CUT OUT THE EMOTION CARDS. SHUFFLE THEM AND PLACE THEM IN A STACK OR SPREAD THEM OUT FACE DOWN. A STUDENT PICKS A CARD, THEN ACTS OUT THE EMOTION.



# EMOTION CARDS



# EMOTION CARDS

