

# Card Faces -Levels F-3

# GRATITUDE

To support students in recognising and expressing emotions by connecting playing cards with feelings, acting them out, and linking them to real-life examples.



## Learning Intentions

### Recognise Emotions:

Students can notice how different feelings look on faces.

### Express Emotions:

Students can practise showing my feelings with facial expressions.

### Understand Others:

Students can connect emotions with everyday situations.



## Success Criteria

I can match cards with feelings correctly.

I can use my face to show different emotions.

I can explain when I or others might feel that way.



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**Duration:** 10–15 minutes

## Objective

To support students in recognising and expressing emotions by connecting playing cards with feelings, acting them out, and linking them to real-life examples.

## What You Need

- A deck of playing cards
- Optional: emotion picture cards or mirrors for self-checking (these can be found in the PDF resources tab).

## Gameplay

1. **Set Up the Feelings** – Assign emotions to card values (use visuals if helpful):
  - 1–3 = Happy
  - 4–6 = Sad
  - 7–9 = Angry
  - 10–K = Surprised
  - A = Calm
2. **Flip a Card** – A student flips over a card.
3. **Act the Feeling** – The student makes the face that matches the emotion.
4. **Guess the Emotion** – Classmates or group members guess the feeling being shown.
5. **All Join In** – Once revealed, everyone copies the same facial expression.
6. **Link to Life** – Encourage students to think of a time when they felt that way (e.g., “When I got a present, I felt happy”).

## Debrief

- “When have you felt happy/sad/angry/surprised/calm?”
- “Why is it important to notice how others are feeling?”
- “How does it feel when people understand your emotions?”



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## For Wheelchair Users / Accessibility

- Students can point to or hold up **emotion picture cards** instead of acting out expressions.
- Use mirrors so students can practise and see themselves making faces.
- Support with AAC devices, emotion charts, or gestures for those with limited facial mobility.
- Ensure multiple ways to participate: showing, pointing, speaking, or using technology.

## Notes for Inclusion

- Emphasise that all attempts to show emotions are correct, everyone's "angry" or "happy" face may look different.
- Encourage respectful guessing and positive feedback.
- Provide scaffolds (visual cards, prompts) for students who need extra support.

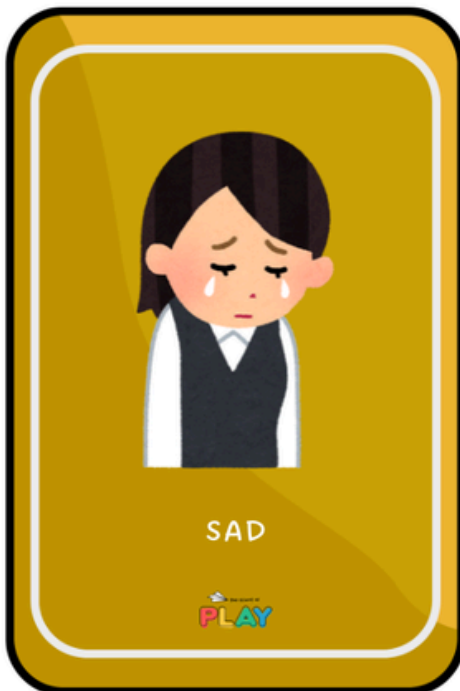
## Variations

- **Story Starter:** After showing a face, students describe (or the teacher helps prompt) when that feeling might happen or has happened in their lives recently.
- **Partner Play:** Students work in pairs, with one student flipping and acting, and the other guessing.
- **Family/Home Play:** Families can use cards to talk about feelings together and share times they've experienced them.

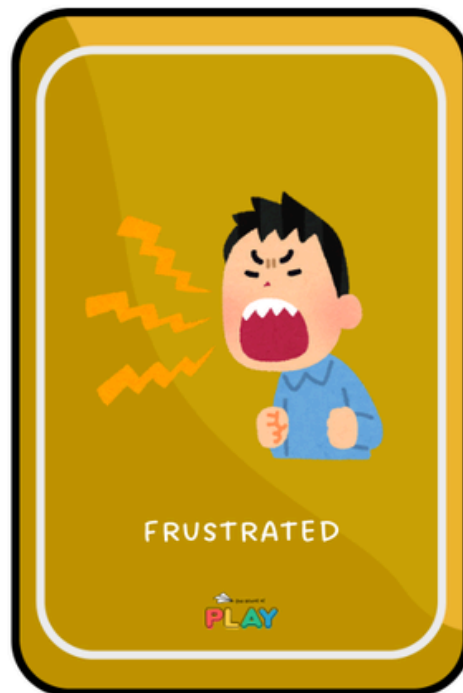
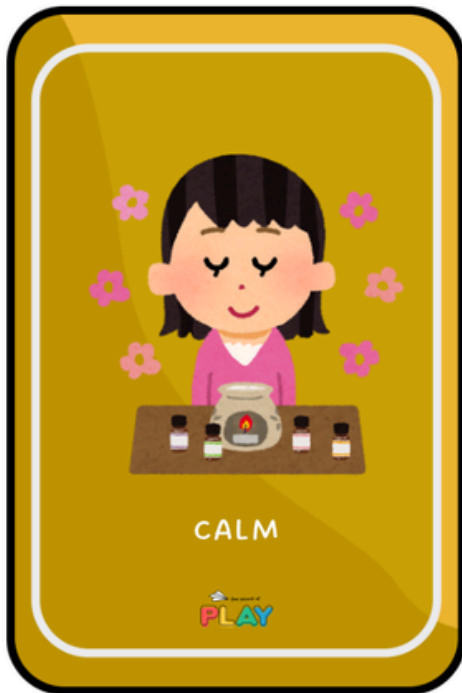


# EMOTION CARDS

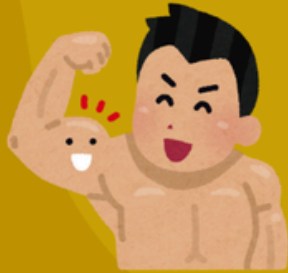
PRINT AND CUT OUT THE EMOTION CARDS. SHUFFLE THEM AND PLACE THEM IN A STACK OR SPREAD THEM OUT FACE DOWN. A STUDENT PICKS A CARD, THEN ACTS OUT THE EMOTION.



# EMOTION CARDS



# EMOTION CARDS



STRONG

PLAY



TIRED

PLAY



PROUD

PLAY



CONFUSED

PLAY

