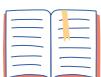


Emotion Statues - Levels F-3

PLAY

To build emotional awareness and expression using movement, stillness, and role play, encouraging students to develop empathy and confidence.



Learning Intentions

Explore how different emotions can be shown through body language and facial expressions.

Build confidence by experimenting with role play and movement.

Strengthen social awareness and empathy by recognising and discussing emotions shown by peers.



Success Criteria

Students create clear and creative “statues” to represent emotions using their whole body and face.

Students can correctly identify and name a range of emotions displayed by peers.

Students reflect on their own experiences of showing and recognising emotions.

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PLAY



Emotion Statues - Levels F-3

Duration: 5 minutes

Objective

To build emotional awareness and expression using movement, stillness, and role play, encouraging students to develop empathy and confidence.

Gameplay

1. The teacher calls out an emotion (e.g., happy, sad, angry, surprised, nervous, excited).
2. Students freeze like a statue, using their body language and facial expressions to show that emotion.
3. The teacher or peers guess the emotion.
4. Rotate through 3–4 different emotions.

Debrief

Ask students:

- “Which emotion was easiest for you to show? Why?”
- “Which one was hardest? Why do you think that was?”
- “How could recognising emotions in others help us in real life?”

Variations

- **Children's Edition:** Connect emotions to familiar stories or characters (e.g., “Show me how Little Red Riding Hood felt when she saw the wolf”).
- **Fitness Edition:** Add an action before freezing (e.g., star jump, spin, run on the spot) to bring extra energy before stopping in a statue.
- **Teamwork Edition:** Students work in pairs or groups to create connected statues (e.g., one student shows “angry” while the other shows “scared”).

For Wheelchair Users / Accessibility

- Use gestures, facial expressions, and upper body movements to show emotions.
- Offer visual supports (emoji cards or photos) so students can choose and model emotions.
- Allow students to describe an emotion verbally if they prefer.

Notes for Inclusion

- Model each emotion clearly before asking students to perform it.
- Provide emotion cards or visuals as prompts.
- Encourage both big, exaggerated expressions and small, subtle expressions so students feel comfortable experimenting.
- Emphasise respect, fun, and creativity; there are no wrong answers.

