

# Emotions Match-Up - Levels F-3

# GRATITUDE

To promote emotional awareness, empathy, and expressive communication by linking emotions with everyday scenarios through play.



## Learning Intentions

### Recognise and Express Emotions:

Students identify a range of feelings and express them in different ways.

### Connect Emotions to Situations:

Students practise linking emotions to real-life scenarios.

### Build Communication and Empathy:

Students gain confidence expressing themselves and recognising how others may feel.



## Success Criteria

Students participate by matching an emotion to a scenario.

Students share or act out their emotions in their own way.

Students listen to and celebrate each other's contributions.



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**Duration: 5–15 minutes**

## Objective

To promote emotional awareness, empathy, and expressive communication by linking emotions with everyday scenarios through play.

## What You Need

- Deck of playing cards (assign each number/suit to an emotion).
- Pre-prepared scenario cards (e.g., “Your friend shares their toy,” “It’s raining and playtime is cancelled,” “You get a new book,” “You forgot your homework”) (found in PDF resource tab)
- Emotion cards or visuals to support understanding (Found in PDF resource tab).

## Gameplay

1. The teacher introduces or revises the emotion words with examples.
2. One student flips a playing card (for an emotion) and a scenario card.
3. The student expresses the emotion for that situation by acting, describing, drawing, or pointing.
4. Peers guess, discuss, or suggest other possible emotions.
5. The group celebrates every contribution (clap, cheer, thumbs up).
6. Continue until all students have participated or until time is up.

## Debrief

- “Which emotions were easiest to act out or describe?”
- “Did everyone feel the same way in the same situation?”
- “Why might people have different feelings about the same thing?”

## For Wheelchair Users / Accessibility

- Students can use facial expressions, upper-body actions, gestures, communication cards, or AAC devices to express emotions.
- Scenario and emotion cards should be displayed at an accessible height.
- Physical acting can be replaced with sound effects, expressions, or verbal descriptions.
- Movements can be adapted (e.g., clapping, waving, or simple arm actions).



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## Notes for Inclusion

- Students may choose how to express their emotions: speaking, acting, drawing, pointing, or using visuals.
- Model actions and provide peer support for those who need it.
- Emphasise that all emotions are valid — there are no “wrong” answers.
- Ensure respectful listening and equal opportunities to share.

## Variations

### Levels C & D

- **Children's Edition:** Use clear visuals or picture cards with simple emotions (happy, sad, tired, angry).
- **Fitness Edition:** Pair emotions with gentle movements (e.g., clapping for excitement, stretching arms for tiredness).
- **Teamwork Edition:** Work in pairs where one acts out the emotion and the other guesses.

### Levels 1-3

- **Children's Edition:** Expand the emotion vocabulary (happy, sad, excited, nervous, proud, worried).
- **Fitness Edition:** Link emotions with dynamic movements (jump for excitement, slow walk for sadness, superhero pose for proud).
- **Teamwork Edition:** Small groups create freeze-frames showing the emotion in the scenario, then share with the class.



# EMOTION & SCENARIO CARDS

PRINT AND CUT OUT BOTH THE EMOTION CARDS AND SCENARIO CARDS. STUDENTS PICK ONE OF EACH, THEN ACT, SAY, DRAW, OR POINT TO THE EMOTION THEY WOULD FEEL IN THAT SCENARIO WHILE PEERS GUESS AND DISCUSS.



# EMOTION CARDS



THINKING



SAD



ANGRY



SHOCKED



# EMOTION CARDS



SLEEPY



SURPRISED



ANNOYED



DISGUSTED





# EMOTION CARDS



SILLY



LAUGHING



CELEBRATING



TIRED



# SCENARIO CARDS



YOUR FRIEND SHARES THEIR TOY  
WITH YOU.



IT'S RAINING AND PLAYTIME IS  
CANCELLED.



YOU GET A NEW BOOK FROM THE  
LIBRARY.



YOU FORGOT TO BRING YOUR  
HOMEWORK.



SOMEONE INVITES YOU TO PLAY A  
NEW GAME.

