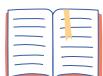


# Emotions Match-Up (Levels A-B)

GRATITUDE

To develop early emotional awareness by matching simple feelings with simple situations, using concrete visuals, modelling, and supported communication.



## Learning Intentions

### Notice simple emotions:

Students aim to recognise a small set of basic feelings (happy, sad, angry, tired).

### Express feelings in their own way:

Students aim to show emotions using facial expressions, gesture, sound, picture pointing, or AAC.

### Connect feelings to simple experiences:

Students aim to respond to a basic situation by choosing or showing a feeling.



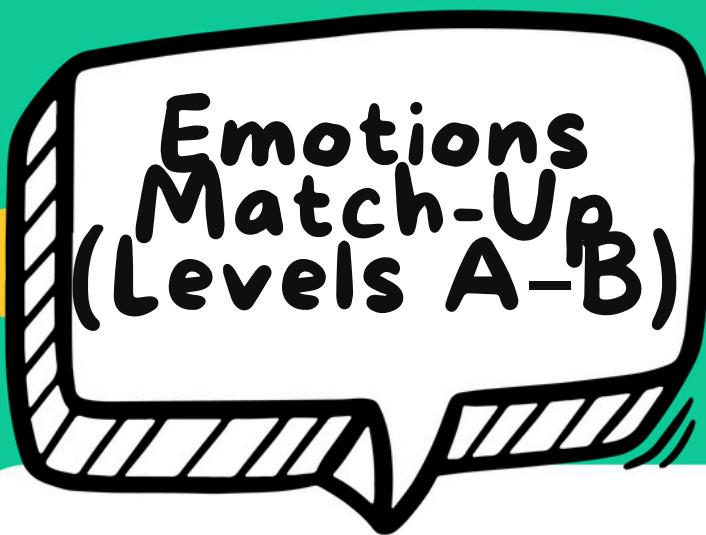
## Success Criteria

I can look at, point to, or choose an emotion.

I can show a feeling using my face, gesture, sound, or AAC.

I can respond to a simple scenario with help.





**Duration:** 5–8 minutes

### **Objective**

To develop early emotional awareness by matching simple feelings with simple situations, using concrete visuals, modelling, and supported communication.

### **What You Need**

- Emotion cards/visuals (happy, sad, angry, tired, calm)(Found in PDF resource)
- Simple scenario cards such as: (found in PDF resource)
  - “Friend gave you a toy”
  - “You dropped your snack”
  - “Teacher says hello”
  - “Someone knocked over your blocks”
- Optional: large picture dice with emotions
- AAC devices or choice boards with emotion icons



### **Setup**

- Students sit in a small group or 1:1 with an educator.
- Display emotion visuals clearly in front of students.
- Keep scenario cards simple, visual, and concrete.
- Model the routine first:
  - “We look at the picture... we choose a feeling... we show the feeling.”

### **Gameplay / Activity Steps**

#### **1. Warm-Up: Feeling Faces Together**

Show each emotion card one at a time:

“Happy... Sad... Angry... Tired.”

Students respond by:

- Pointing
- Looking
- Copying the face
- Using AAC (“happy”)

Praise every attempt.



#### **2. Choose a Scenario**

Teacher places two scenario cards on the table:

- “Friend gave you a toy”
- “Your tower fell down”

Teacher asks:

“What happened?”

Students choose by pointing, eye gaze, handing a card, or adult-supported choice.



# Emotions Match-Up (Levels A-B)

GRATITUDE

## 3. Match the Emotion

Teacher prompts:

“How would you feel?”

The teacher offers two emotions at a time if needed.

Student responds by:

- Pointing to a face/emotion card
- Using AAC
- Making a facial expression that matches the emotion they would feel
- Tapping or touching the relevant emotion card

Add the chosen emotion next to the scenario.

## 4. Show the Feeling

Encourage the student to express the feeling in their own way:

- Smile
- Frown
- Make a gentle “angry” face
- Give a yawn/tired gesture
- Or simply tap the picture again.

Peers or adults copy the emotion in a supportive, playful way.

## 5. Repeat 2 - 3 Rounds

Use new scenarios or repeat familiar ones for confidence.

Keep instructions simple and predictable.

### Reflection / Debrief

Use simple questions with visuals:

- “Show me happiness.”
- “Which one did you choose?”
- “How do you feel now?”

Students may gesture, point, look, vocalise, or use AAC.



# Emotions Match-Up (Levels A-B)

GRATITUDE

## Variations

### 1. Two-Choice Match (Highly Supported)

Students choose between just **two** emotions every round.  
Great for early recognition and reducing cognitive load.

### 2. Picture Dice Version

Roll an emotion dice → match to a scenario.  
Students love the rolling action.

### 3. Movement Emotions

Pair each emotion with an action:

- Happy → clap
- Sad → slow reach
- Angry → stomp or tap
- Tired → stretch arms
- Helps sensory-seeking students express feelings.

### 4. Story Match-Up

The teacher shows a short 1 - 2 picture mini-story.  
The student chooses the emotion for the character.

## AAC-Specific Supports

Add or use buttons for:

- happy
- sad
- angry
- tired
- me
- friend
- yes / no

Model AAC use throughout with wait time:  
“I feel... *happy*.”



# Emotions Match-Up (Levels A-B)

GRATITUDE

## For Wheelchair Users / Accessibility

- Students may express emotions through:
  - Eye gaze
  - Facial movement
  - Hand gestures
  - Pressing AAC buttons
  - Tapping tray or wheelchair side
- Place emotion cards on a tray, stand, or eye-level board.
- Students may signal choices by looking, pointing, or tapping with assistance.
- Peers copy seated/up-per-body expressions to foster inclusion.

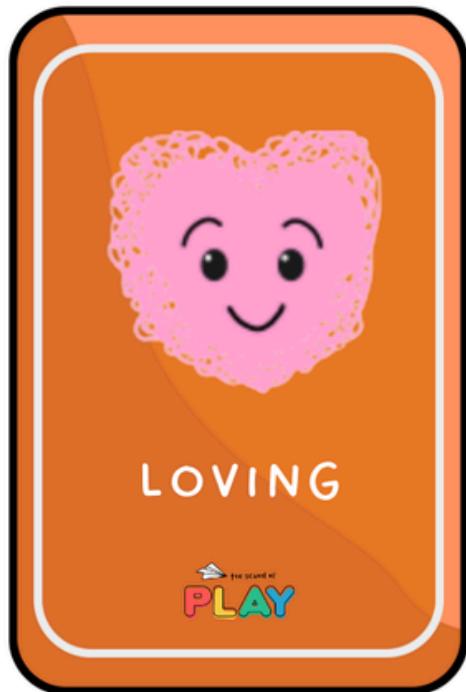
## Notes for Inclusion

- Accept *all* communication: sound, eye gaze, gesture, pointing, AAC, or facial movements.
- Model emotions clearly and simply.
- Use short, concrete scenarios that relate to students' lived experiences.
- Celebrate effort:
  - "You showed a feeling! Great matching!"
- Link to Levels A-B SEL: basic emotional awareness, supported communication, and early social connection.

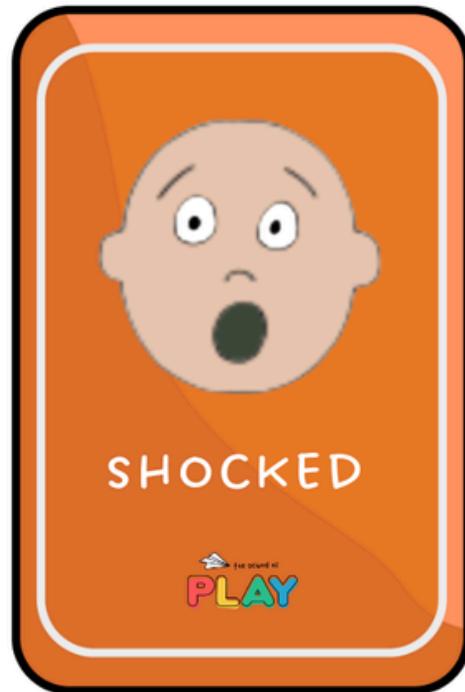
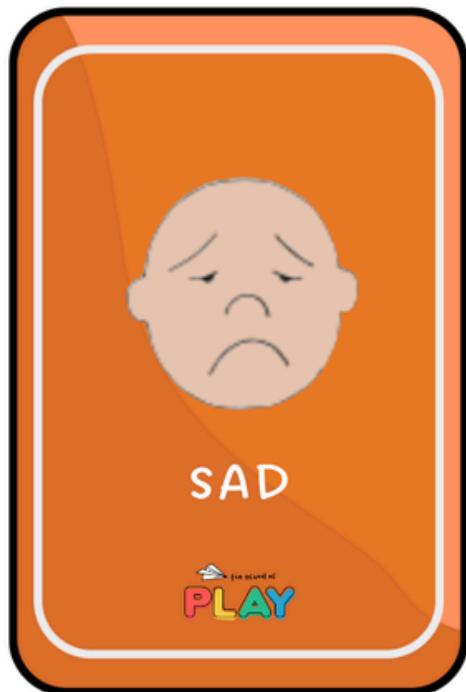


# EMOTION & SCENARIO CARDS

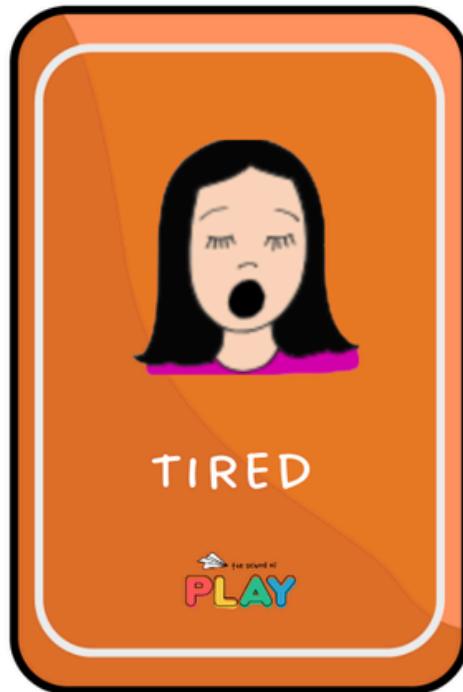
PRINT AND CUT OUT BOTH THE EMOTION CARDS AND SCENARIO CARDS. STUDENTS PICK ONE OF EACH, THEN ACT, SAY, DRAW, OR POINT TO THE EMOTION THEY WOULD FEEL IN THAT SCENARIO WHILE PEERS GUESS AND DISCUSS.



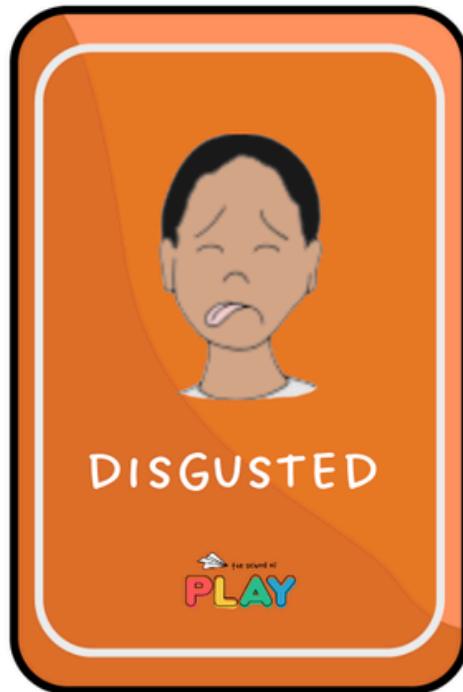
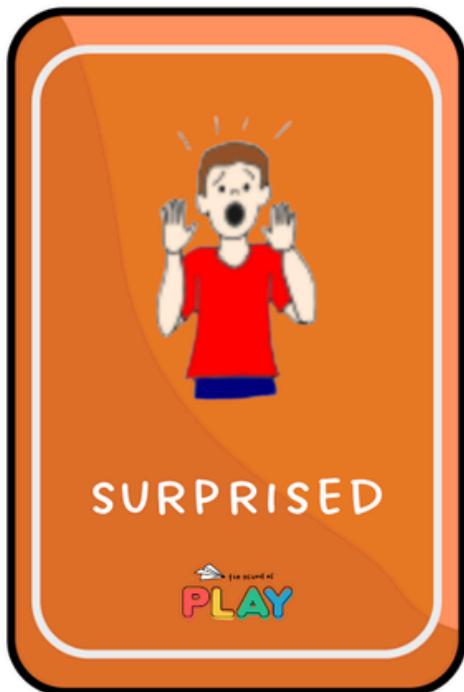
# EMOTION CARDS



# EMOTION CARDS



# EMOTION CARDS



# SCENARIO CARDS

YOUR FRIEND SHARES THEIR TOY  
WITH YOU.

IT'S RAINING AND PLAYTIME IS  
CANCELLED.

TWO PEOPLE WANT TO PLAY WITH  
THE SAME TOY.

YOU DON'T WANT TO SHARE YOUR  
PENCIL.

SOMEONE INVITES YOU TO PLAY A  
NEW GAME.

