

Feelings Faces (Levels C-D)

GRATITUDE

To support emotional literacy and expression in a fun, role-play activity. Students will practise expressing and recognising their feelings in others.



Learning Intentions

Emotional Literacy:

Students will practise recognising and expressing basic feelings.

Empathy:

Students will build awareness of others' emotions.

Communication:

Students will use facial expressions and simple body actions to show emotions.



Success Criteria

Students attempt at least one facial expression (happy, sad, angry, surprised).

Students can identify a peer's expression.

Students show positive engagement by laughing, smiling, or encouraging others.





GRATITUDE

Duration: 5 minutes

Objective

To support emotional literacy and expression in a fun, role-play activity. Students will practise expressing and recognising their feelings in others.

What You Need

- No materials required.
- Optional: emoji/flash cards of feelings (happy, sad, angry, surprised) (found in PDF resources tab).

Setup

- Students sit or stand in a circle or in pairs.
- The teacher explains that they will act out different feelings using their face and body.
- Model one or two feelings first to demonstrate.

Gameplay

1. **Call a Feeling:** Teacher calls out "happy," "sad," "angry," or "surprised."
2. **Show the Feeling:** Students act out the feeling with their face and body.
3. **Guessing Game:** Peers point or call out what they think the feeling is.
4. **Repeat:** Continue with different emotions, mixing up the order to keep students engaged.

Debrief / Reflection

- Ask: "Which feeling was easiest to show?"
- Ask: "Which feeling was funniest?"
- Ask: "How did it feel to guess your friend's feelings?"

Variations

- **Children's Edition:** Use emoji cards or images on the board to prompt feelings.
- **Fitness Edition:** Add body actions (e.g., angry = stomp, happy = clap).

Teamwork Edition: Students form small groups to create "feelings pictures" together and use these during the game.





GRATITUDE



For Wheelchair Users / Accessibility

- All feelings can be expressed through upper-body movements (face, hands, arms).
- Provide large emoji cards for visual prompts.
- Staff or peers can model feelings alongside students.



Notes for Inclusion

- Allow both verbal and non-verbal responses (gestures, pointing to cards).
- Provide extra time or modelling for students who need it.
- Encourage peer praise and support to build confidence.

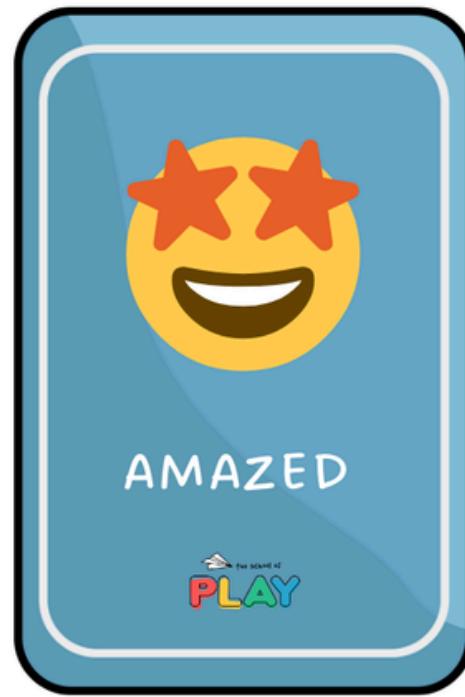
Additional Notes

Feelings Faces builds social-emotional learning in a playful way. It encourages students to explore their own emotions, recognise emotions in others, and develop empathy through fun and imaginative role play.

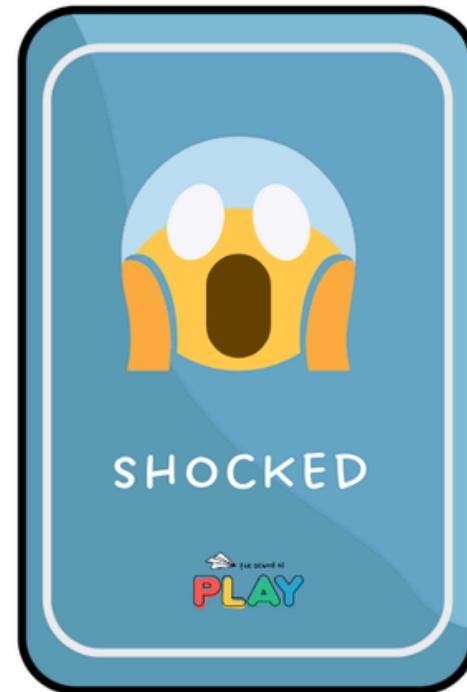
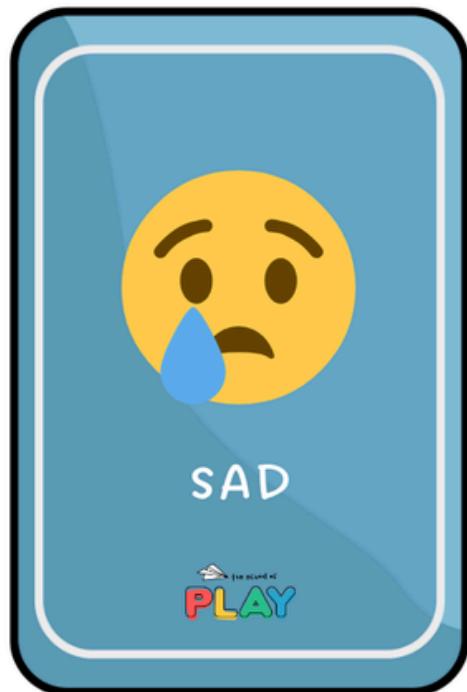


EMOJI FACES CARDS

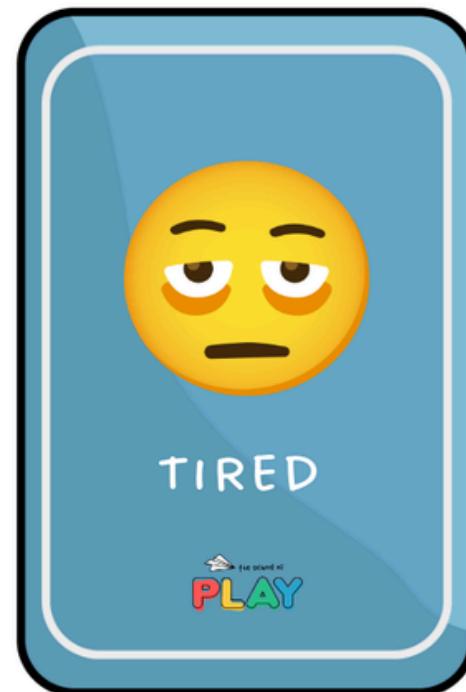
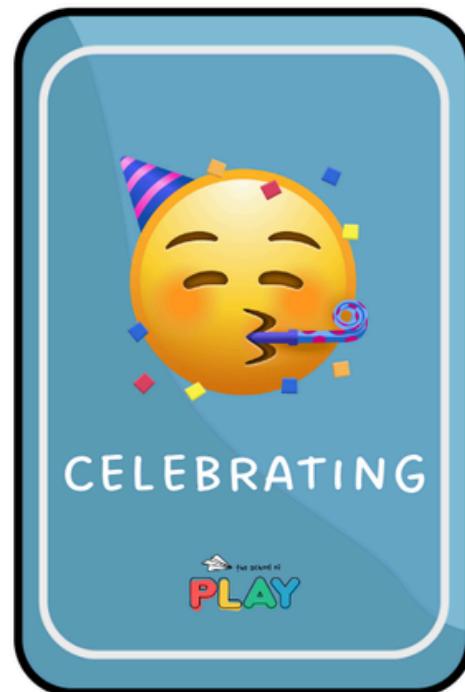
PRINT AND CUT OUT THE EMOJI CARDS, THEN USE THEM AS VISUAL PROMPTS DURING THE ROLE-PLAY ACTIVITY TO HELP STUDENTS PRACTISE RECOGNISING AND EXPRESSING DIFFERENT FEELINGS.



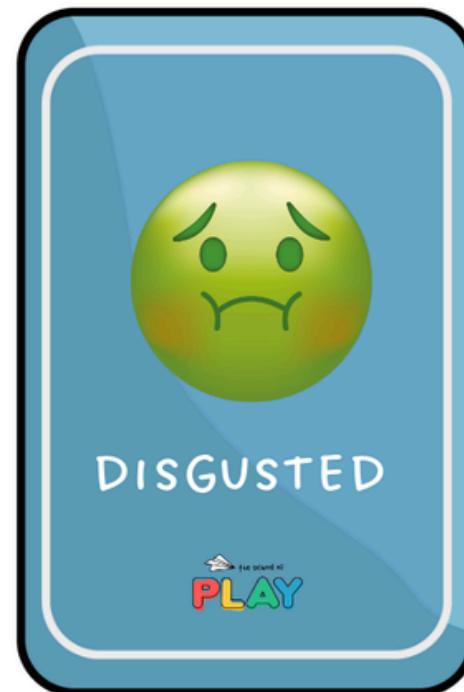
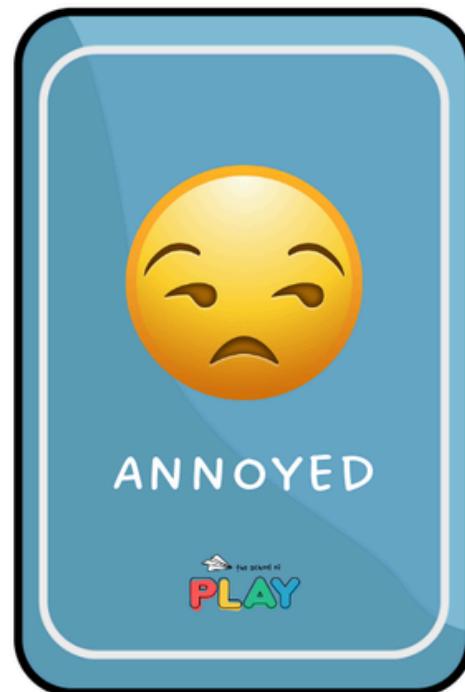
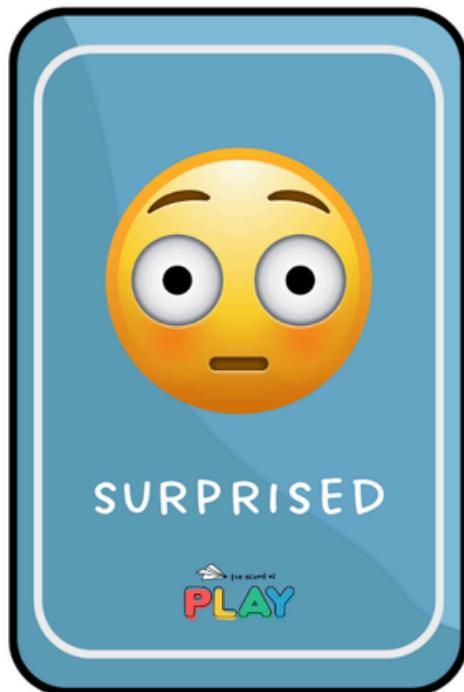
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