

# 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.



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**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.



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## 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.

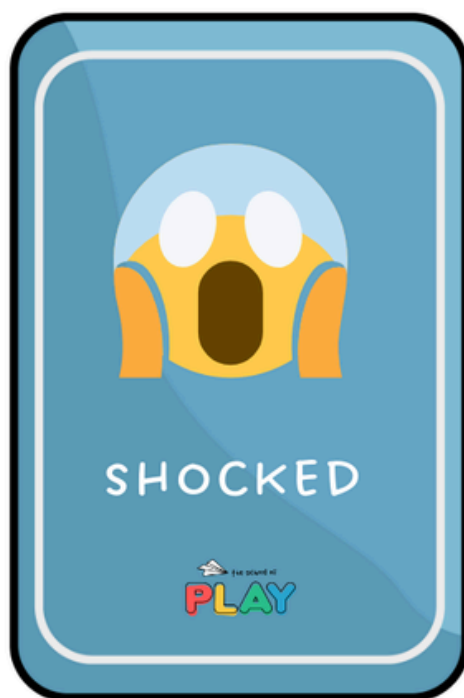
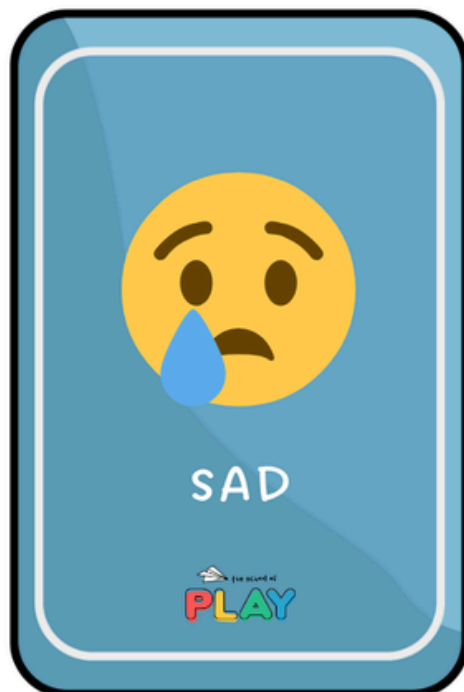


# EMOJI FACES CARDS

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.



# EMOJI FACES CARDS



# EMOJI FACES CARDS



SILLY



LAUGHING



CELEBRATING



TIRED





# EMOJI FACES CARDS



# EMOJI FACES CARDS

