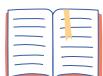


# Feelings Faces (Levels F-3)

GRATITUDE

To strengthen students' ability to recognise, express, and talk about emotions in themselves and others. This activity encourages emotional vocabulary, empathy, and fun social interaction.



## Learning Intentions

### Emotional Literacy:

Students will practise recognising and naming a wider range of feelings.

### Empathy & Perspective-Taking:

Students will learn how feelings might look and feel for different people.

### Communication Skills:

Students will practise using both facial expressions and simple words or sentences to share feelings.



## Success Criteria

Students can demonstrate at least two different feelings with facial expressions and body language.

Students can describe or label a feeling using a word, phrase, or sentence.

Students show respect by encouraging or celebrating each other's efforts.



# Feelings Faces (Levels F-3)

GRATITUDE

Duration: 5 minutes

## Objective

To strengthen students' ability to recognise, express, and talk about emotions in themselves and others. This activity encourages emotional vocabulary, empathy, and fun social interaction.

## What You Need

- No materials required.
- Optional: flashcards or emoji cards showing a wider range of emotions (e.g., happy, sad, angry, surprised, excited, scared, tired, proud) (found in the PDf resource tab).

## Setup

- Students sit or stand in a circle or in pairs.
- The teacher introduces the game and models a few feelings first (e.g., shows a "happy" face and says, "I feel happy when I play with my friends").
- Students practise copying one or two feelings together as a warm-up.

## Gameplay

1. **Call a Feeling:** Teacher calls out or shows a feeling card.
2. **Show the Feeling:** Students act out the feeling with their face, body, and (if comfortable) a word or phrase.
3. **Guessing Game:** Peers raise their hands or call out what they think the feeling is.
4. **Extend:** Encourage students to say *when* they feel that way (e.g., "I feel proud when I finish my work").
5. **Repeat:** Continue with different feelings, building the range and challenge.

## Debrief / Reflection

- Ask: "Which feeling was easiest to show? Which was hardest?"
- Ask: "When do you feel [happy/sad/angry/etc] in your own life?"
- Ask: "Why is it helpful to notice how other people feel?"



# Feelings Faces (Levels F-3)

GRATITUDE

## Variations

- **Fitness Edition:** Add movements (e.g., excited = jump, tired = slow stretch, angry = stomp).
- **Drama Edition:** Students act out a short scenario showing a feeling (e.g., dropping ice cream = sad).
- **Teamwork Edition:** In small groups, students create a short “feelings freeze frame” for others to guess.

## For Wheelchair Users / Accessibility

- All feelings can be expressed through face, voice, and upper-body actions.
- Provide visual supports (large emoji cards or mirrors for self-checking).
- Encourage peers to model alongside for extra support.

## Notes for Inclusion

- Provide students with choices of feelings to act out to build confidence.
- Allow students to point to cards or use one word if complete sentences are difficult.
- Encourage peer support and positive reinforcement.

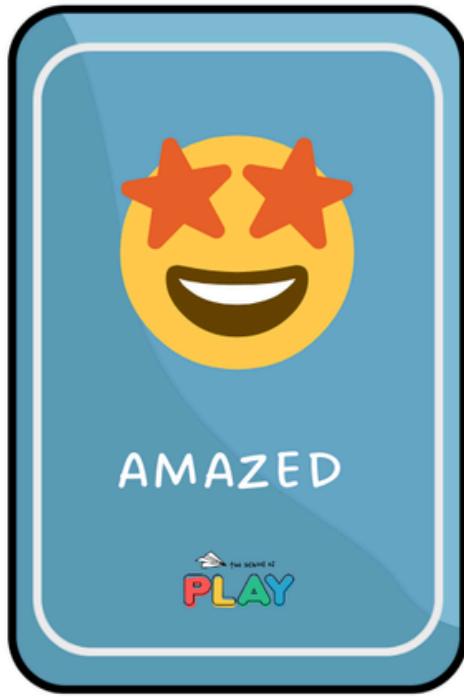
## Additional Notes

*Feelings Faces* for Levels 1–3 deepens emotional understanding by combining expression, vocabulary, and empathy-building. The activity fosters social-emotional learning in a light, engaging way and helps students practise recognising and communicating feelings in both themselves and others.

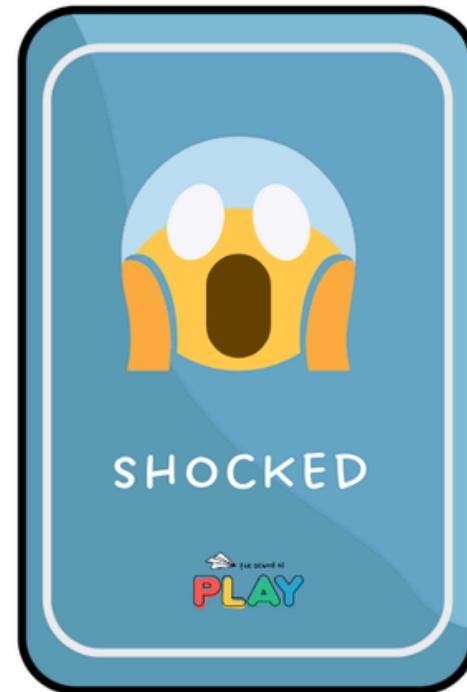
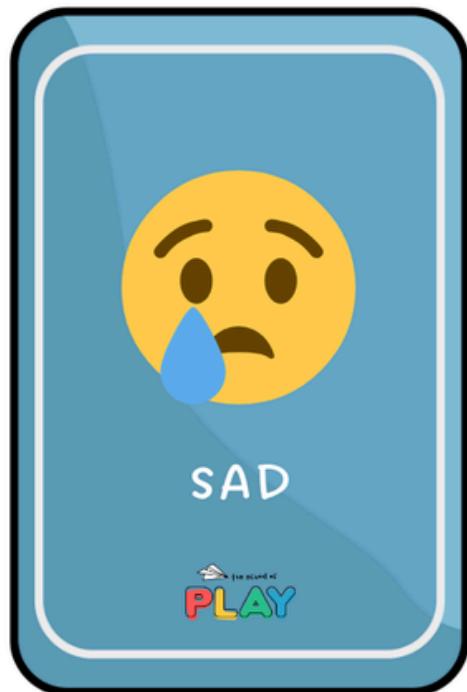


# EMOJI FACES CARDS

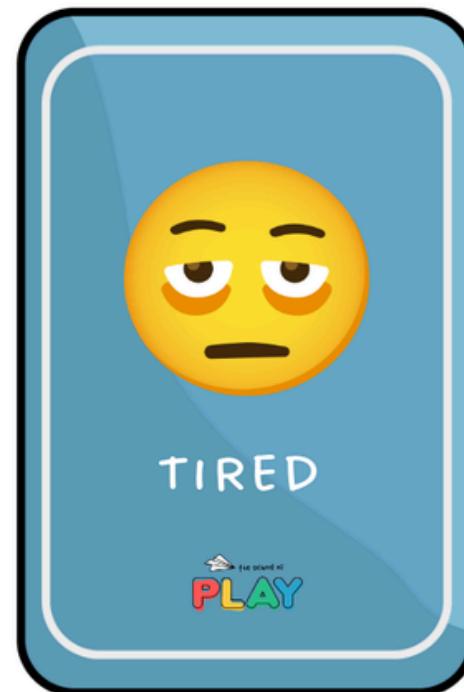
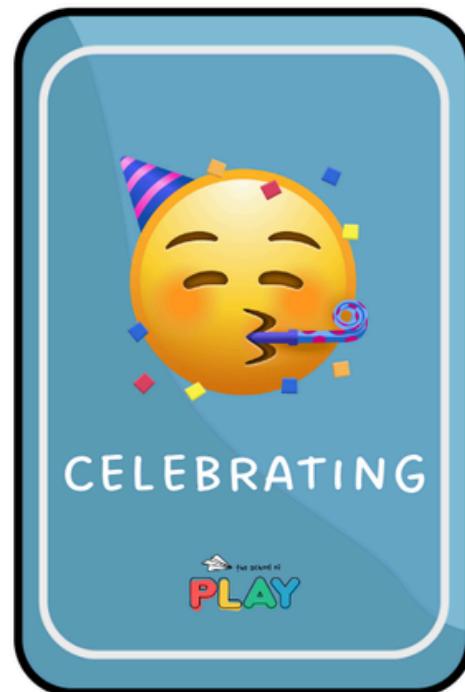
PRINT AND CUT OUT THE EMOJI CARDS, THEN USE THEM AS VISUAL PROMPTS DURING THE ROLE-PLAY ACTIVITY TO HELP STUDENTS PRACTISE RECOGNISING AND EXPRESSING DIFFERENT FEELINGS.



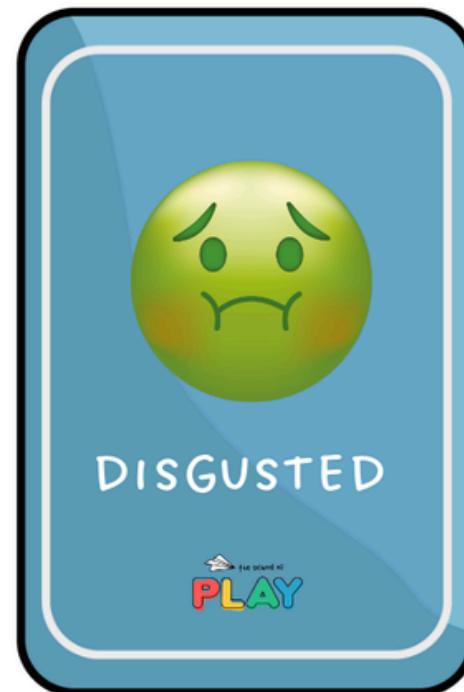
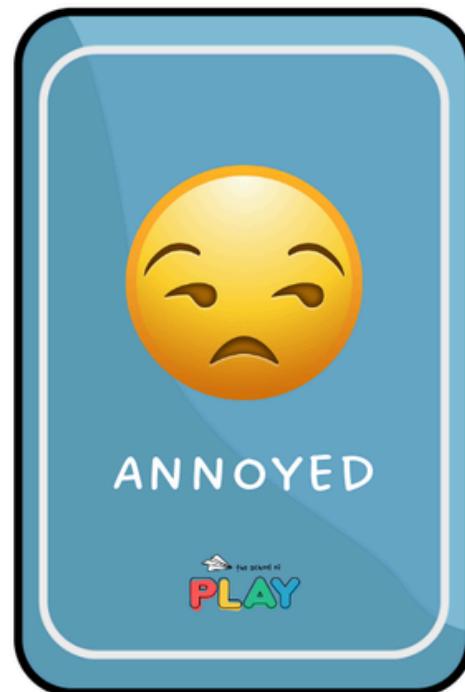
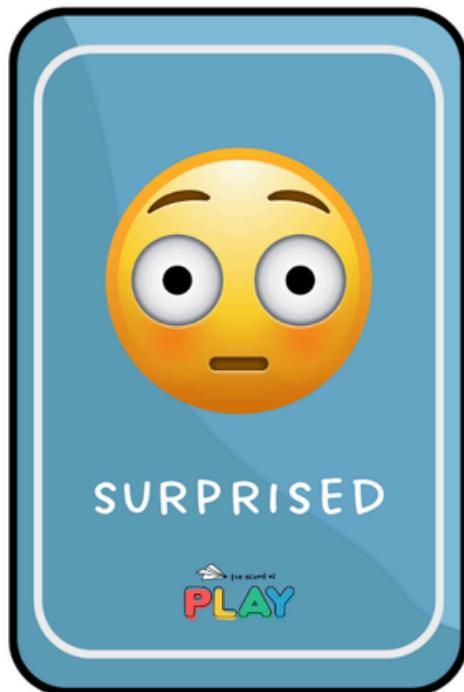
# EMOJI FACES CARDS



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