

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.



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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?"



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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.

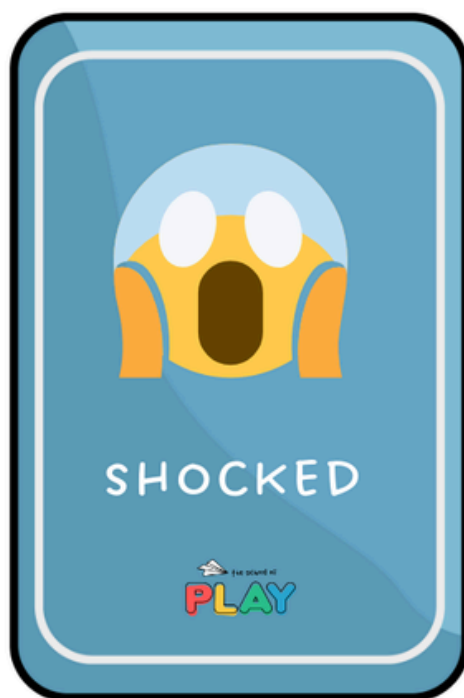
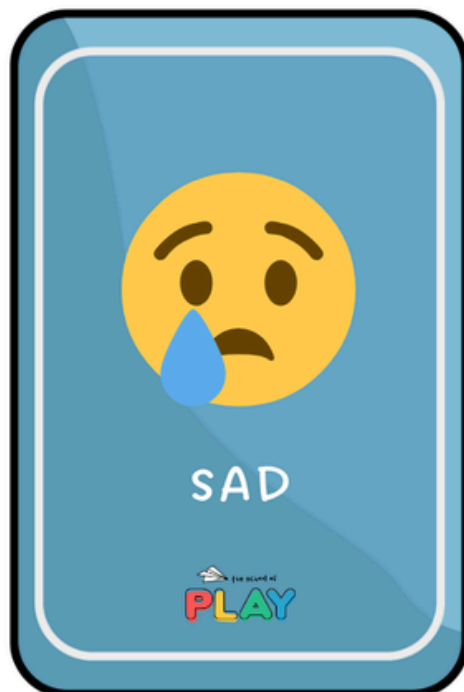


EMOJI FACES CARDS

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



EMOJI FACES CARDS



SILLY



LAUGHING



CELEBRATING



TIRED



EMOJI FACES CARDS



EMOJI FACES CARDS

