

Feelings Hopscotch - Levels C & D

STAY ACTIVE

To support students in recognising, expressing, and understanding emotions while practising balance, coordination, and social interaction through a fun hopscotch activity.



Learning Intentions

Emotion Recognition:

Students aim to practise identifying and naming common emotions.

Expression Through Movement:

Students try to show feelings through facial expressions and body language to build confidence in expressing emotions.

Balance and Coordination:

Students aim to develop motor skills while moving through the hopscotch grid.

Positive Interaction:

Students aim to engage with peers by cheering and copying emotions in a supportive environment.



Success Criteria

I can attempt to name or act out emotions.

I can demonstrate balance and coordination when moving through the hopscotch grid.

I participated by copying or encouraging their peers' emotions.



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Duration: 5–10 minutes

Objective

To support students in recognising, expressing, and understanding emotions while practising balance, coordination, and social interaction through a fun hopscotch activity.

Players

- Whole class or small groups.
- One student at a time in the hopscotch grid, with peers watching and engaging.

Materials

- Chalk (if outdoors) or tape to mark squares on the floor (if indoors).
- Emotion cards or pictures (happy, sad, angry, calm, excited, tired, surprised, proud) (found in PDF resource tab).

Setup

- Create an 8–10 square hopscotch grid on the floor.
- Place or draw an emotion symbol in each square.
- Gather students around the hopscotch grid so they can watch and encourage.

Gameplay Rules

1. One student at a time hops (or steps) through the hopscotch grid.
2. When they land on a square, they:
 - Say the feeling out loud, or
 - Show the feeling with their face or body.
3. Peers copy or cheer the emotion.
4. Continue until all students have had several turns.

Variations

- **Copycat Play:** Instead of naming the feeling, students copy the emotion shown by staff or peers.
- **Movement Twist:** Add a simple action before hopping (clap, spin, or stretch).
- **Group Play:** Two or three students move through together, acting out emotions as a team.

For Wheelchair Users / Accessibility

- Create a tabletop or whiteboard version of the hopscotch grid.
- Students can roll a counter, move a marker, or point to the square instead of hopping.
- Encourage wheelchair users to act out or say the emotion, and have peers copy.
- Ensure all peers mirror actions (seated or standing) to promote inclusivity.



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Winning the Game

- No winners or elimination.
- The goal is participation, fun, and expressing emotions.
- Celebrate effort with claps, cheers, and high-fives.

Notes for Inclusion

- Allow non-verbal responses (pointing to an emotion or using gestures).
- Provide extra time and prompts for students who need support.
- Focus on engagement, celebration, and connection over accuracy.

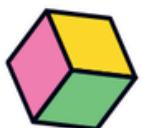


FEELING VISUALS

PRINT THE CARDS AND PLACE ONE CARD IN EACH HOPSCOTCH SQUARE. USE THE VISUALS AS CUES FOR NAMING, COPYING, OR EXPRESSING EACH FEELING AS STUDENTS MOVE THROUGH THE HOPSCOTCH PATH.



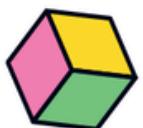
HAPPY



FEELING VISUALS



SAD



FEELING VISUALS



ANGRY



FEELING VISUALS



TIRED

FEELING VISUALS



FEELING VISUALS



CALM

