

Feelings Hopscotch - Levels F-3

STAY ACTIVE

To develop students' emotional literacy, movement skills, and peer interaction in a fun and supportive game that connects feelings with physical activity.



Learning Intentions

Emotion Recognition and Vocabulary:

Students aim to practise identifying, naming, and discussing a range of emotions.

Expression Through Play:

Students aim to build confidence in expressing feelings with voice, face, and body language.

Balance and Coordination:

Students aim to refine motor skills by hopping, jumping, or stepping through the hopscotch grid.

Social Interaction and Empathy:

Students aim to support peers by encouraging, copying, and celebrating their emotional expressions.



Success Criteria

I can correctly name or act out emotions when prompted.

► I can demonstrate balance, coordination, and safe movement through the grid.

I can show empathy by encouraging peers and reflecting on emotions during the activity.



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Duration: 5-10 minutes

Objective

To develop students' emotional literacy, movement skills, and peer interaction in a fun and supportive game that connects feelings with physical activity.

Players

- Whole class or small groups.
- One student at a time in the hopscotch grid, while others engage as supporters.

Materials

- Chalk (if outdoors) or tape to create a grid (if indoors).
- Emotion cards or pictures (happy, sad, angry, calm, excited, tired, surprised, proud) (found in PDF resources tab).

Setup

- Mark out an 8-10 square hopscotch grid.
- Place or draw one emotion symbol in each square.
- Position students around the hopscotch to watch, copy, and encourage.

Gameplay Rules

1. One student at a time moves (hops, jumps, or steps) through the grid.
2. When they land on a square, they:
 - Say the feeling aloud, and
 - Act out the feeling using facial expression, body movement, or a short sentence.
3. Peers copy or cheer the emotion together.
4. Continue until each student has had at least one turn.

Variations

- **Act & Share:** Students say the emotion and share a time they felt that way.
- **Challenge Hop:** Add a second physical challenge (e.g., clap, jump, or spin) before naming the feeling.
- **Partner Play:** Two students go through together, each showing and naming the emotion.
- **Story Hop:** After acting out the emotion, students add one sentence to a class "feelings story" (e.g., "I felt excited when I went to the park").



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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 an emotion instead of hopping.
- Encourage all students to act out or describe the emotion, with peers copying their gestures.
- Ensure movements can be performed seated (e.g., arm gestures, facial expressions, clapping).

Winning the Game

- The focus is not on winning but on participation, learning, and fun.
- Celebrate all attempts with class cheers, high-fives, or group applause.

Notes for Inclusion

- Allow multiple ways to respond: verbal, non-verbal, or symbolic.
- Provide visual emotion cards for support.
- Encourage peer support by pairing students together.
- Keep the emphasis on enjoyment, social connection, and shared learning.

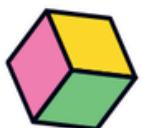


FEELING VISUALS

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.



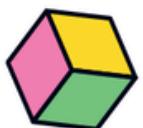
HAPPY



FEELING VISUALS



SAD



FEELING VISUALS



ANGRY



FEELING VISUALS



TIRED

FEELING VISUALS



FEELING VISUALS



CALM

