

Feelings Hopscotch (Levels A-B)

STAY ACTIVE

To introduce and practise emotional recognition and expression through a simple, supported hopscotch-style routine that promotes movement, copying, and positive social engagement.



Learning Intentions

Notice emotions:

Students aim to recognise a small set of simple feelings with adult support (happy, sad, angry, tired, calm).

Express feelings:

Students aim to show feelings using facial expressions, gestures, AAC, or simple actions.

Participate in movement:

Students aim to move through or engage with the hopscotch layout using safe, supported movements.

Connect with others:

Students aim to join peers in copying or sharing simple emotions.



Success Criteria

I can look at, point to, or touch a feeling square.

I can show a feeling using my face, body, gesture, or AAC.

I can take part in the game with my group.



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Duration: 5–7 minutes

Objective

To introduce and practise emotional recognition and expression through a simple, supported hopscotch-style routine that promotes movement, copying, and positive social engagement.

What You Need

- Chalk (outdoor) or tape (indoor)
- A simplified hopscotch grid of **5 squares**
- Feeling visuals: happy, sad, angry, calm, tired (found in PDF resource)
- Optional: AAC devices with core emotion words ("happy", "sad", "angry", "tired", "more", "go")

Setup

- Create a short hopscotch path with squares arranged in a straight line or gentle zig-zag.
- Place one feeling picture in each square.
- Seat students around the grid so they can watch, copy, or cheer each other on.
- Model the routine:

"Step here... look at the feeling... show the feeling."

Gameplay / Activity Steps

1. Warm-Up: Feeling Faces Together

Show each visual:

"Happy... Sad... Angry... Calm... Tired."

Students respond by:

- Pointing to the relevant feeling/emotion card
- Looking towards the relevant feeling/emotion card
- Copying facial expressions of the feeling being shown by the teacher
- Using AAC

Educators celebrate all attempts.

2. One Student at a Time

A student moves through the hopscotch path by:

- Stepping
- Walking with support
- Placing one foot in each square
- Or touching the square with their hand instead of stepping (reduced-motor version)



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3. Show the Feeling

When the student reaches a square, they can:

- Make a facial expression that matches the feeling/emotion card in the square
- Tap or point to the picture in the square
- Use AAC (e.g., "happy")
- Use a gesture (smile for happy, arms crossed for angry, pretend yawn for tired)

The teacher models each feeling every round.

4. Peer Copy and Celebrate

Peers copy the emotion with their own face or body as the student moves through the hopscotch grid.

Celebration examples:

- Clap
- Tap knees
- Wave hands
- Say "yay!" or hit "happy" on AAC

5. Repeat for 3–5 Rounds

Keep rounds short, predictable, and upbeat. Repeat until all students have had a turn at moving through the Hopscotch grid or until all students have had enough turns (play for as long as you like!).

Reflection / Debrief

Using visuals, ask:

- "Which feeling did you like the most?"
- "Can you show me what happiness looks like?"
- "How do you feel now?"

Students may point, gesture, smile, or use AAC.



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Variations

1. Hand-Hopscotch (Reduced Motor Demand)

Instead of stepping:

- Students kneel or sit and tap the feeling squares with their hands.
- Good for learners needing more support with balance or coordination.

2. Sensory-Seeking Hopscotch

Add a small movement before each step:

- Clap
- Stamp
- Do a small wiggle
- Arm stretch
- Supports regulation and engagement.

3. Copycat Version

The teacher stands at each square and demonstrates the feeling.

Students copy without needing to name it.

Great for early emotional awareness.

4. Group Walk-Through

Two or three students move together slowly with adult support.

Each shows the feeling in their own way.

Promotes shared engagement and peer attention.

AAC-Specific Supports

Add or program:

- happy
- sad
- angry
- tired
- calm
- go
- more

Model AAC at each square.

Provide slow, generous wait time for button presses.



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For Wheelchair Users / Accessibility

Create a table-top hopscotch board:

- Students move a marker to each square
- Or point/eye gaze to the next emotion

Emotion expression options:

- Smiling
- Raising eyebrows
- Moving arms
- Pressing AAC
- Light tap on wheelchair tray

Peers must copy actions in seated or standing forms, ensuring inclusion.

Notes for Inclusion

- Accept all expressive attempts: eye gaze, sounds, gestures, facial movement.
- Offer simple binary choices for some learners ("happy or sad?").
- Keep instructions short and paired with strong visuals.
- Reinforce a sense of belonging: "We all show feelings in different ways."
- Link directly to Levels A-B SEL: early emotional recognition, copying, shared play, supported participation.



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.



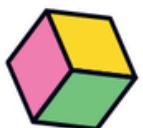
HAPPY



FEELING VISUALS



SAD



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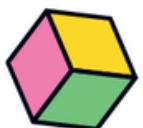


TIRED

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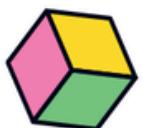
ANGRY



FEELING VISUALS



CALM



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