

Feelings Relay - Levels C and D

STAY ACTIVE

To support students in identifying and expressing emotions through physical movement while building energy regulation, confidence, and positive peer support.



Learning Intentions

Students aim to explore why kindness is important for themselves and others.

Identify emotions:

Students aim to recognise different feelings and link them to body movements.

Express emotions safely:

Students aim to show their feelings through movement in a fun and active way.

Encourage others:

Students aim to support their peers by cheering them on kindly.



Success Criteria

I can perform movements that match the assigned emotions.

I can move safely from start to finish while showing the feeling.

I can encourage my classmates in a positive and respectful way.



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Duration: 10–15 minutes

Objective

To support students in identifying and expressing emotions through physical movement while building energy regulation, confidence, and positive peer support.

Players

Whole class, small groups, or teams.

Materials

- A deck of playing cards (or teacher-prepared emotion cards).
- Open space (classroom cleared or outdoor area).
- Cones or markers for start and finish lines.

Setup

- Mark a start line and finish line.
- Explain which movement belongs to which suit and feeling:
 - **Hearts = Happy → Skipping**
 - **Clubs = Sad → Slow walk**
 - **Diamonds = Excited → Jumping**
 - **Spades = Angry → Stomping**
- Students line up at the start.

Gameplay / Activity Steps

1. Draw a Card

- A student takes a card from the deck (or teacher shows one).

2. Match Emotion and Movement

- The student identifies the feeling and moves across the space using the matching action.

3. Peer Encouragement

- The rest of the group cheers them on as they cross.

4. Take Turns

- Students take turns until everyone has had several chances.

5. Optional Relay Teams

- Split into two teams, and have one student from each team go at a time. First to finish the relay wins.



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Reflection Prompts

- How did it feel to move like different emotions?
- Which emotion was easiest to show? Which was hardest?
- How can moving help us understand and manage our feelings?

Winning the Game

There are no winners in the basic version. The success is in practising recognising and expressing emotions while encouraging others.

In the team relay version, the team that finishes first wins, but cheering and teamwork are the most important parts.

Variations

- **Fitness Edition:** Add more challenging moves (e.g., crab walk for nervous, star jumps for excited).
- **Creative Edition:** Students create their own movement for each feeling.
- **Team Edition:** Work in pairs, both students moving across together in sync.

For Wheelchair Users / Accessibility

- Replace movements with adapted actions (e.g., rolling forward quickly for excited, rolling slowly for sad).
- Students can use upper body actions (e.g., waving arms for happy, crossing arms for sad) instead of full movement.
- Ensure the space is safe and accessible for all students to participate equally.

Notes for Inclusion

- Use visual cue cards (emotion faces and movement pictures) to support understanding.
- Allow students to act out emotions in place if they don't want to cross the space.
- Celebrate each attempt with positive feedback, focusing on effort and creativity.



EMOTIONS CARDS

PRINT AND CUT OUT THE EMOTION CARDS. STUDENTS TAKE TURNS PICKING A CARD AND SHOWING THE MATCHING MOVEMENT OR FACIAL EXPRESSION. ADULTS MODEL AND NAME THE EMOTION WHILE LINKING IT TO HOW SOMEONE MIGHT FEEL. CELEBRATE EACH ATTEMPT BEFORE MOVING ON TO THE NEXT CARD.

