

Happy Face, Mean Face, (Levels C-D)

PLAY

To start the session with laughter, energy, and fun while practising facial expressions and simple coordinated movements.



Learning Intentions

Enhancing Facial Expression Recognition:

Students practise making and recognising happy and angry faces to develop emotional awareness and social understanding.

Promoting Movement and Coordination:

Students use simple actions like clapping, stomping, or turning to build motor coordination and body awareness.

Fostering Fun and Interaction:

Students enjoy playing together, laughing, and taking turns safely and positively.



Success Criteria

Students can copy or create a happy or angry face.

Students join in with a simple movement (e.g., clap, stomp, jump, or spin).

Students share smiles and laughter with their peers while taking turns.



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Duration: 5 minutes

Objective

To start the session with laughter, energy, and fun while practising facial expressions and simple coordinated movements.

Players

Pairs or small groups.

Materials

None required.

Setup

- Students sit or stand facing a partner or small group.
- The teacher/leader demonstrates both faces first (happy and angry/mean).

Gameplay

Classic Version (no spins or burpees):

- Teacher counts: "3, 2, 1, show!"
- Both partners show either a happy face or a mean face.
- If the faces match → both clap hands together and say "Yay!"
- If the faces don't match → both stomp their feet and try again.
- Play 5–6 quick rounds, then swap partners if possible.

Movement Version (gentle, fun focus):

- Students stand or sit side by side.
- Teacher counts: "3, 2, 1, go!"
- Both do a small action (e.g., clap or gentle movement) and show either a happy or a mean face.
- If the faces match → they give each other a high five.
- If the faces don't match → they turn (or gesture) in a circle and reset.

For Wheelchair Users / Accessibility

- Replace jumping with clapping, raising arms, or wiggling fingers.
- Replace stomping with tapping the side of the chair, clapping, or making a sound (e.g., saying "Boom!").
- Replace spinning with turning the chair slightly left/right, or waving arms in a circular motion.
- High fives can be adapted as air fives or fingertip touches, depending on comfort.
- Always encourage choice; students can select the movement that works best for them.



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Notes for Inclusion

- Pair students thoughtfully to encourage confidence and comfort.
- Allow students to choose whether they prefer facial expressions, gestures, or sounds when showing emotions.
- Provide visual emotion cards (happy face, angry face) to support understanding.
- Encourage all attempts and celebrate participation, not accuracy.

Teacher Tips

- Model the happy and mean faces clearly and with exaggerated expression.
- Praise students for effort, not just correct matches.
- Keep rounds short and playful, focus on laughter and engagement rather than competition.



HAPPY FACE & MEAN FACE

