

# Feeling Faces

# GRATITUDE

**To build empathy by helping students recognise and understand different emotions in others and reflect on how they would feel in various emotional situations.**



## Learning Intentions

**I can recognise and identify different emotions in others:**

This encourages students to develop emotional awareness and improve their ability to recognise feelings based on facial expressions.

**I can reflect on how different emotions make people feel and how to respond empathetically:**

This helps students build empathy by understanding how certain emotions might affect others and how they can offer support.

**I can communicate my own emotions and practice understanding others' feelings:**

This promotes self-awareness and emotional intelligence, allowing students to express their feelings and connect with others on an emotional level.



## Success Criteria

**Identifying Emotions Based on Facial Expressions or Emotion Cards:**

Students can correctly identify emotions based on facial expressions or emotion cards, ensuring they are actively engaging in recognising emotions and associating them with specific facial cues.

**Sharing How I Might Feel and Respond to Others' Emotions:**

Students can share how they might feel in a situation and how they would respond to others' emotions, encouraging them to practice empathy and reflect on how emotions affect their own behaviour and responses.

**Listening and Considering Others' Feelings:**

Students can listen to others and consider their feelings when they share their responses, reinforcing the importance of active listening and being empathetic when interacting with others.



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**Objective:** To build empathy by helping students recognise and understand different emotions in others and reflect on how they would feel in various emotional situations.

**Players:** Ideal for small groups or classrooms of students.

## Materials:

- Emotion cards or pictures depicting various facial expressions (happy, sad, angry, surprised, etc.). We have created this resource for you, found in the PDF resource.
- Alternatively, you can create the cards by drawing simple facial expressions on paper or asking the students to create their own emotion cards.

**Time Required:** 10-15 minutes

- **Setup:** Prepare emotion cards or images showing a variety of facial expressions that represent different emotions. If you're using your own drawings or printed images, make sure the facial expressions are clear and easy to interpret.

## Gameplay:

1. **Introduce Emotions and Facial Expressions:** Start by discussing different emotions and how they can be expressed through facial expressions. Talk about how a person's face can show if they're happy, sad, angry, or surprised, and how understanding these emotions helps us respond to others with care and kindness.
2. **Show the Emotion Cards:** Show each emotion card one by one to the class or group. For each card, ask students to guess what emotion is being expressed. For example, hold up a card with a smiling face and ask, "What emotion is this?" or hold up a card with a frown and ask, "How do you think this person might be feeling?"
3. **Discuss the Emotions:** After each guess, encourage students to talk about how each emotion can impact people or how others can help people who are displaying certain emotions, in particular negative emotions. Ask questions like:
  - "What are ways in which people are made to feel happy?"
  - "What would you do to help someone who looks sad?"
  - "What might make someone feel angry, and how could we help them calm down?"



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**4. Role-Play and Practice:** Have students practice making facial expressions for different emotions. You can ask them to pretend to be happy, sad, or surprised, and then guess what emotion their classmates are expressing. This encourages them to connect emotions with physical expressions and understand how emotions are communicated through body language. This is a quick and simple activity to play in pairs or small groups.

**5. Reflection Time:** After the activity, gather the students and reflect on the experience. Ask questions like:

- "What did you learn about recognising emotions in others?"
- "Why is it important to understand how others are feeling?"
- "How can we help our friends when we see that they're feeling sad or upset?"

**Winning the Game:** There is no winner in this activity. The goal is to help students understand and recognise emotions, fostering empathy and compassion. Success is measured by students' participation and ability to recognise emotions and reflect on how to respond empathetically.

**Additional Notes:** "Feeling Faces" is a fun and interactive way to teach young students about emotions and empathy. By learning to identify emotions and reflect on how they would respond, students build stronger emotional intelligence and become more empathetic toward others. This activity can be easily adapted for various age groups and can be used as part of regular social-emotional learning (SEL) activities to help students develop essential life skills.

