

Feelings Safari

Respectful
Relationships

To help students identify, understand, and express their emotions through movement, creativity, and simple peer sharing.



Learning Intentions

For students to learn about and practice acting out different emotions.

This builds emotional awareness in fun and imaginative ways.

For students to learn how to recognise that we all feel different emotions.

This helps students understand emotional diversity and empathy.

For students to learn how to share how they are feeling using words and body language.

This encourages confidence in expressing emotions safely.



Success Criteria

Emotion Recognition:

Students can correctly name and act out basic feelings like happy, sad, angry, or shy.

Understanding Others:

Students can recognise how their classmates might be feeling based on how they act or move.

Sharing Experiences:

Students can describe a moment when they felt a certain emotion.



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Objective:

To help students identify, understand, and express their emotions through movement, creativity, and simple peer sharing.

Players:

Whole class

Materials:

None required

Setup:

Create an open space for movement.

The teacher may prepare a list or set of cards with basic emotions (e.g. happy, sad, angry, shy, excited, scared) and a list of animals for students to act out. This could be done as a class brainstorm prior to commencing, listing the ideas on the board.

Activity:

1. Welcome to the Safari:

Introduce students to the idea that they are going on a **Feelings Safari** where they'll act like animals showing different feelings.

2. Act It Out:

The teacher calls out an emotion and an animal (e.g. "Be a happy kangaroo!"). Students move around the space acting like that animal, using their bodies and faces to show the emotion.

3. Freeze & Find a Friend:

After 20–30 seconds, the teacher says "Freeze!" Students stop moving, find a partner (we strongly believe the best way to form partners is simply by selecting the person closest to them), and share a time when they felt that emotion.

For example:

🐶 "I felt happy when I had ice cream!"

🐸 "I felt shy on my first day of school."

4. Repeat & Explore More Feelings:

Continue the game with 3–4 different animal-emotion combinations (e.g. sad sloth, angry lion, excited puppy, scared mouse).

5. Calm & Reflect:

Finish the session with a group circle. Invite students to sit, take 3 deep "belly breaths," and reflect silently or with a partner:

- What was your favourite feeling to act out?
- Which emotion felt hard to show?
- How do we help our friends when they feel that way?



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Reflection Prompt:

- "What helps you when you feel sad or shy?"
- "How can we tell how a friend is feeling?"
- "Can you think of an animal that looks calm?"

Winning the Game:

There are no winners, just explorers learning about feelings! Celebrate students for being brave, creative, and kind while sharing.

