



Respectful Relationships



To help students recognise and express emotions through fun movement, while also building respectful listening and personal space awareness.



Learning Intentions

Students learn how to show feelings with their body and face.

This builds emotional expression skills and body awareness.



Students learn how to notice feelings in other people.

This helps students develop empathy by observing non-verbal cues.

Students aim to listen respectfully when someone shares their feelings.

This supports respectful communication and connection with peers.



Success Criteria

Emotional Expression:

Students can physically demonstrate a range of emotions through movement and facial expression.



Empathy and Observation:

Students can recognise how others may be feeling based on body language.



Respectful Listening:

Students show they are listening by making eye contact, staying quiet, and responding kindly.



Feelings Freeze Dance

Respectful Relationships

Objective:

To help students recognise and express emotions through fun movement, while also building respectful listening and personal space awareness.

Players:

Whole class (6–25 students)

Materials:

- Music player and upbeat instrumental music
- Open space for movement

Setup:

Ensure there's enough room for students to dance safely without bumping into each other or objects. Mark clear boundaries for movement if needed.

Activity:

1. Dance and Play:

Start the music and encourage students to dance freely around the room. They can be silly, energetic, or calm, whatever feels fun and safe.

2. Freeze and Feel:

Pause the music at random intervals. When the music stops:

- Students freeze like statues.
- The teacher calls out two different feelings/emotions (e.g., "happy," "angry," "nervous," "surprised").
- Students must convey one of the feelings/emotions using only their body and face, without speaking.

3. Pair Share:

Students then find a partner who has chosen to convey the same feeling/emotion as they did and briefly share the following:

- A time they felt that emotion.
- What helped them feel better or enjoy that feeling more.

4. Repeat:

Continue for several rounds with different emotions, allowing every student to practise expressing and recognising feelings.



Feelings Freeze Dance

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Reflection Prompt:

- How can we tell how someone else is feeling?
- What does your face and body do when you're feeling ___?
- How can we show care when a friend shares their feeling?
- Were there any feelings/emotions that were more dominant than the others? Why do you think this was the case?

Winning the Game:

No winners or losers, everyone is successful when they express and recognise emotions respectfully.

Additional Notes:

You can introduce calming techniques after the game (like deep breathing or stretching) to help transition students back to learning. This activity is great for brain breaks and for reinforcing respectful interactions in the classroom.

