

EduTrend Contents

G4C · EMOTION RECOGNITION AND EXPRESSION GAMES · MIDDLE SCHOOL

Emotion Detectives

Read invented story scenes for words, actions and body-language clues, and discuss how the same clue can mean different things

Ages 11–13	Level: Intermediate	45 minutes	Pairs or groups of 3 · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Emotion Detectives

Groups receive four short invented scenes written for this activity. They highlight clues to each character's feelings: words, actions, tone and body language. For each character they name the most likely feeling, rate how certain they are from 1 to 5 and suggest one other possible reading. The class discusses why the same clue, such as silence, can mean different feelings.

Learning outcomes

By the end of the session students can:

- identify emotional clues in text;
- name precise feelings;
- rate certainty;
- consider alternative readings.

KEY WORDS

clue · inference · tone · body language · certainty · perspective

CURRICULUM LINKS

English: inference and characterisation. PSHE: emotional literacy. Drama: subtext.

1	2	3	4	5	6
SETTLE	**EXPLAIN**	**PLAY**	**NOTICE**	**TALK**	**CLOSE**
Calm start	One game, clear rules	Invented characters	Clues and feelings	Different views are fine	Calm and positive

Materials (per group)

- Four invented scene cards
- Highlighters
- Feelings word bank
- Worksheets 1, 2 and 3

Before the session

- Write or print invented scenes.
- Prepare a feelings word bank.
- Model one scene.
- Plan groups.

SAFETY

All scenes are invented. Do not ask students to share personal experiences.

ACTIVITY 03 · SESSION PLAN

Step by step

Emphasise that inference is about evidence and probability, not mind-reading.

Time	What happens	Say or ask
0–8 min Settle	Model highlighting clues.	*"What tells us how she feels?"*
8–30 min Investigate	Groups analyse scenes.	*"How certain are you?"*
30–40 min Discuss	Compare alternative readings.	*"Could silence mean something else?"*
40–45 min Close	Reflect on inference.	*"Why be careful with guesses?"*

CHALLENGE CARD (print or copy onto the board)

Find the strongest clues to each character's feelings and show how certain the evidence really is.

ACTIVITY 03 · FACILITATOR NOTES

The feelings game know-how in brief

People infer feelings from several clues together; one clue alone, such as silence, can have many meanings.

Talking about characters' feelings in stories lets students practise emotional vocabulary at a comfortable distance from their own lives.

Common ideas to listen for

- "One clue proves a feeling." Look for several.
- "Quiet means sad." It could mean many things.
- "Feelings are obvious." They often are not.

Adapting the activity

Support

Provide a clue checklist: words, actions, face, voice.

Stretch

Rewrite a scene so the feeling becomes clearer or more ambiguous.

WORKSHEET 1

Clue log

Name: _____ Class: _____ Date: _____

For each character.

Clue log

Character	Clues	Feeling	Certainty 1–5

WORKSHEET 2

Other readings

Alternatives.

Other readings

Character	Another possible feeling	Why

WORKSHEET 3

Careful detectives

Reflect.

We should be careful when guessing feelings because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Identifies clues	Names precise feelings	Considers alternatives

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Emotion Detectives is a sample activity from the EduTrend Contents G4C Emotion Recognition and Expression Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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