

EduTrend Contents

G4C · EMOTION RECOGNITION AND EXPRESSION GAMES · PRIMARY

Feelings Charades

Act out feelings with face and body, guess them, and imagine a situation where someone might feel that way

Ages 5–8	Level: Foundation	30 minutes	Groups of 3–6 · up to 30	Activity 01

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

ACTIVITY 01 · AT A GLANCE

Feelings Charades

Each group has about 12 cards, each with one feeling word and a simple drawn face. A player picks a card and acts out the feeling using only face and body. The others guess. Whoever guesses correctly suggests one made-up situation where someone might feel that way, then takes the next turn. The adult models the first turn and keeps the pace quick.

Learning outcomes

By the end of the session pupils can:

- name a range of feelings;
- show feelings with face and body;
- read facial and body clues;
- link feelings to invented situations.

KEY WORDS

feeling · face · body · clue · guess · situation

CURRICULUM LINKS

PSHE: emotions. English: vocabulary. Drama: expression.

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)

- 12 feeling cards with words and faces
- Worksheets 1, 2 and 3

Before the session

- Make or print feeling cards.
- Start with four basic feelings for young players.
- Plan groups.
- Prepare to model a turn.

SAFETY

Use invented situations only. If a child shares something personal, thank them briefly and follow up privately.

ACTIVITY 01 · SESSION PLAN

Step by step

Keep turns short so no one feels watched for long.

Time	What happens	Say or ask
0–5 min Settle	Warm up faces: big smile, big frown.	*"What does your face do when you are surprised?"*
5–8 min Explain	Model a turn.	*"Which clues did you see?"*
8–25 min Play	Groups play rounds.	*"What made you guess that?"*
25–30 min Close	Share favourite feeling words.	*"Which new word did you learn?"*

CHALLENGE CARD (print or copy onto the board)

Guess each feeling from face and body clues, then invent a situation where someone might feel it.

ACTIVITY 01 · FACILITATOR NOTES

The feelings game know-how in brief

Faces and bodies give clues to feelings, such as a frown, crossed arms or a slumped posture, but clues can be read in more than one way.

Building a wider feelings vocabulary, beyond “fine” and “bad”, helps children understand and talk about emotions.

Common ideas to listen for

- “There is only happy and sad.” There are many feelings.
- “Everyone shows feelings the same way.” People differ.
- “A wrong guess is bad.” Talk about the clues.

Adapting the activity

Support

Use four feelings only: happy, sad, angry, scared.

Stretch

Add close pairs such as nervous and excited, and explain which clue gave it away.

WORKSHEET 1

Feelings we guessed

Name: _____ Class: _____ Date: _____

Record each turn.

Feelings we guessed

Feeling	Clue we saw	Made-up situation

WORKSHEET 2

Draw the faces

Draw a face for each.

Draw the faces

Feeling	Face
Happy	
Sad	
Angry	
Scared	
Surprised	

WORKSHEET 3

My new feeling word

Draw or write.

A new feeling word I learned is... It means...

FOR THE TEACHER

Assessment checklist

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

Pupil	Names feelings	Reads clues	Links feelings to situations

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

ABOUT THIS ACTIVITY

Feelings Charades is a sample activity from the EduTrend Contents G4C Emotion Recognition and Expression Games programme (primary, level: foundation). 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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