



## EduTrend Contents

W4C · SOCIOLOGY & PSYCHOLOGY · PRIMARY

# Feelings Detectives

Recognise emotions in faces, voices and bodies

Ages 7–10

Level: Foundation

60 minutes

Groups of 4 · 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 Detectives

Pupils look at photos and short role-plays to identify emotions from facial expressions, posture and tone of voice. They sort feelings, play a charades-style guessing game, discuss how the same event can cause different feelings and practise kind responses.

## Learning outcomes

By the end of the session pupils can:

- name a range of emotions;
- identify clues to emotions in faces, bodies and voices;
- explain that people can feel differently about the same event;
- suggest kind ways to respond to others' feelings.

### KEY WORDS

emotion · feeling · facial expression  
· body language · tone of voice ·  
empathy · clue · respond

### CURRICULUM LINKS

PSHE: feelings and relationships.  
Science: humans. English: speaking  
and listening. Social and emotional  
learning.

1

### WONDER

Why do people act  
like this?

2

### PREDICT

Make a hypothesis

3

### ASK OR TEST

Survey, observe,  
experiment

4

### RECORD

Collect data

5

### ANALYSE

Find patterns

6

### REFLECT

Ethics and meaning

## Materials (per group)

- Emotion photo cards (use licensed stock images or drawings)
- Emotion word cards
- Mirror (optional)
- Scenario cards
- Worksheets 1, 2 and 3

## Before the session

- Prepare emotion cards showing a range of feelings, including mixed ones.
- Write simple scenario cards (lost a toy, new classmate, won a race).
- Agree ground rules: we can pass, and we are kind about feelings.
- Plan how to support any pupil who becomes upset.

### SAFETY

Discussions of feelings can bring up personal issues. Keep scenarios fictional, allow pupils to pass and follow safeguarding procedures if concerned.

## ACTIVITY 01 · SESSION PLAN

# Step by step

Stress that all feelings are normal; what matters is how we respond.

| Time                   | What happens                                                         | Say or ask                                            |
|------------------------|----------------------------------------------------------------------|-------------------------------------------------------|
| 0–10 min<br>Hook       | Show a face photo. How is this person feeling? What clues tell you?  | <i>"Which part of the face helped most?"</i>          |
| 10–25 min<br>Sort      | Groups sort photos by emotion and discuss clues.                     | <i>"Could this face show more than one feeling?"</i>  |
| 25–40 min<br>Charades  | Pupils act feelings with face and body only; others guess.           | <i>"Was it easier with face or body clues?"</i>       |
| 40–50 min<br>Scenarios | Groups discuss how different people might feel about the same event. | <i>"Why might two people feel differently?"</i>       |
| 50–60 min<br>Respond   | Practise kind responses to scenarios.                                | <i>"What would help someone who feels like this?"</i> |

## CHALLENGE CARD (print or copy onto the board)

Identify emotions from clues in photos and role-plays, explain your evidence and suggest a kind response for each.

## ACTIVITY 01 · FACILITATOR NOTES

# The social science in brief

Psychologists study how people think, feel and behave. Research by Paul Ekman and colleagues found that some facial expressions of emotion, such as happiness, sadness, fear, anger, surprise and disgust, are recognised across many cultures. We also read feelings from posture, gestures and tone of voice.

Understanding feelings, called emotional literacy, helps people get along. The same event can cause different feelings in different people because of their experiences. Empathy means trying to understand how someone else feels and responding with care.

## Common ideas to listen for

- “A smile always means happy.” People sometimes smile when nervous or polite.
- “Boys don’t feel sad or scared.” Everyone has all feelings.
- “Some feelings are bad.” Feelings are normal; actions can be helpful or unhelpful.

## Adapting the activity

### Support

Use four basic emotions and a mirror so pupils can copy expressions.

### Stretch

Keep a one-week feelings diary noticing what triggers different feelings and what helps.

**WORKSHEET 1**

# Clue collector

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

What clues show each feeling?

**Clues**

| Feeling   | Face clues | Body clues | Voice clues |
|-----------|------------|------------|-------------|
| Happy     |            |            |             |
| Sad       |            |            |             |
| Scared    |            |            |             |
| Angry     |            |            |             |
| Surprised |            |            |             |

WORKSHEET 2

# Same event, different feelings

How might different people feel?

Scenario

Feelings

| Person | Feeling | Why? |
|--------|---------|------|
|        |         |      |
|        |         |      |
|        |         |      |

## WORKSHEET 3

# Kind responses

What could you say or do?

**If a friend feels sad, I could...**

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**If a friend feels angry, I could...**

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**Something that helps me when I feel worried**

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## FOR THE TEACHER

# Assessment checklist

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

| Pupil | Names emotions | Identifies clues | Suggests empathetic responses |
|-------|----------------|------------------|-------------------------------|
|       |                |                  |                               |
|       |                |                  |                               |
|       |                |                  |                               |
|       |                |                  |                               |
|       |                |                  |                               |
|       |                |                  |                               |
|       |                |                  |                               |

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

## ABOUT THIS ACTIVITY

Feelings Detectives is a sample activity from the EduTrend Contents W4C Sociology & Psychology 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](https://edutrend.org).

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