



## What you need

- **x12 Emotion Scenario cards** page printed on A4 paper, (4 to a page), laminated and made into cards
- **x12 I could... cards** page printed on A4 paper, laminated and made into cards. (for 32 players you need 16 sets of emotion cards and 16 sets of I could cards)
- The **blank cards** printed on A4 paper, made into cards.

## Instructions

### The teacher:

1. Divides the class into pairs and give each pair one set of emotion cards and one set of *I could...* cards.
2. Tells the class the game is about emotions and what you can do when you have strong emotions/feelings. *"We all feel different emotions when things happen in our lives. Some feelings can make us feel uncomfortable. It's helpful to have ways of managing emotions to help ourselves feel better"*
3. Asks the students to place the cards, emoji mascots facing up and match the card sets (Disappointed, Happy, Surprised, Uneasy, Nervous, Guilty, Excited, Proud, Worried, Jealous, Frustrated, Embarrassed)
4. Reads through the emotions. *"Has anyone felt any of these emotions before?"*, *"What is the feeling like?"*, *"Where do you feel it?"* (For example: *"You might feel happy like a warm feeling in your chest"*, *"You may feel frustrated like a hot feeling in your head"*, *"You may feel uneasy like a sick feeling in your stomach"*, etc)
5. Advises one student to read the Emotion Scenario card and the other reads the two options on the *I could...* card.
6. The students discuss each *I could...* option and consider which one they prefer. They may each prefer a different option.
7. They move through the 12 card sets—one student reading the Emotion Scenario card and one student reads the two options on the *I could...* card. They could swap half way through.



## HOW TO PLAY Feelings in Focus card game

### Optional introductory activities

- The teacher could display the 12 *I'm feeling...* cards – with the mascot image facing up, e.g. frustrated, nervous etc. Showing one card at a time, ask students to identify a feeling they may associate with the card. Note – all answers are acceptable in discussion.
- The teacher could write the 12 feelings on the board – *Excited, Happy, Frustrated, Nervous, Guilty, Disappointed, Worried, Embarrassed, Jealous, Uneasy, Proud, Surprised* and ask students to match one at a time with one of the *I'm feeling...* cards.

### Optional follow-up activities

- The teacher could ask students to come up with a **new emotion scenario and new I could... card** using the blank cards
- Have a **class discussion** about the emotions and where in the body they might feel them (*Disappointed, Happy, Surprised, Excited, Uneasy, Nervous, Guilty, Proud, Worried, Jealous, Frustrated, Embarrassed*)
- If individual schools use the Zones of Regulation framework, <https://zonesofregulation.com/>, teachers may assist students to select an emotion and decide **where it fits in the zones of regulation** (*Blue, Green, Yellow or Red*). They may discuss a Zones of Regulation Pathway for an emotion scenario and *I could...* options (*Notice, Check In, Decide, Regulate, Reflect*).
- The class could consider **what helps to make them feel better** when they feel a strong emotion. They could try out some suggestions—*fidget spinner, breathing exercise, journalling or drawing, screen breaks, taking a short break outside*, etc).

Teachers could say:

*“Talking to someone about how you feel at school (for example, teacher, school counsellor, school psychologist, Year Advisor etc) can also be helpful.”*

*“Talking to someone outside school can also help (for example, parent, carer, older sibling, relative etc).”*

*“Talking to someone can be a good idea if you have tried a suggestion but need more help.”*

- The class could break into groups and design a **toolkit poster** for “what makes us feel better when we experience strong emotions”.