



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 Scenario 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 gives 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 feelings. “We can all feel different emotions when things happen in our daily lives. Some emotions can make us feel uncomfortable so it is helpful to have ways of managing strong emotions that help to make ourselves feel better.”
3. Asks the students to place the cards, emoji mascots facing up and match the card sets (*Confused, Anticipation, Doubt, Frustrated, Judged, Guilty, Proud, Uneasy, Jealous, Lonely, Embarrassed, Gratitude*).
4. Reads through the emotions. “Where do we feel these feelings?” Students may suggest for example: “You may feel gratitude 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. Explains, one student will read the Emotion Scenario card and one student will read the two options on the *I could...* card.
6. The pairs discuss each *I could...* card option and consider which one they would choose. They may each prefer a different option. Alternatively, they may think of their own option to better cater for their individual differences and needs.
7. The pairs 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 can swap halfway 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. confused, uneasy 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 all or concentrate on one or more complex feelings (*Lonely, Frustrated, Guilty, Embarrassed, Jealous, Confused, Anticipation, Doubt, Gratitude, Judged, Uneasy, Proud*) on the board for further discussion, eg. jealousy, guilty, doubt, anticipation etc. Some discussion prompts could include “What does this emotion (eg. *doubt, judged*) mean to you? Where might you feel (for example, “frustrated” in your body (headache, stomach, flutters etc))?”

Optional follow-up activities

- The teacher could ask students to come up with a **new Emotion Scenario and new I could... options** using the blank cards.
- Hold a **class discussion** about feelings and where in the body they might feel the feeling, sets (*Confused, Anticipation, Doubt, Frustrated, Judged, Guilty, Proud, Uneasy, Jealous, Lonely, Embarrassed, Gratitude*)
- The class may think about **what a feeling looks like** – what colour it would be, what shape, what texture it may be. They could then select a feeling and create a collage.
- The teacher could facilitate a discussion about how you can tell **if someone is feeling a particular strong emotions**. What might they be doing, what kind of body language might you notice? If we see any signs in our friends we can watch out for them and make some suggestions for them to get help.
- If individual schools use the Zones of Regulation framework, <https://zonesofregulation.com/>, teachers may ask students to select an Emotion Scenario and *I could...* option card and decide **where it fits in the Zones of Regulation** (*Blue, Green, Yellow or Red*). They could choose a zone and create a poster or word cloud of the emotions that fit into the zone.
- They could decide the Zones of Regulation Pathway for an **emotion scenario and I could... options** (*Notice, Check In, Decide, Regulate, Reflect*).
- The class could consider activities to do or who to ask for help **when they experience a strong emotion**: Who are the staff that students can connect with if they need to? (*Head Teacher, Wellbeing Team, Year Advisor, School Counsellor, School Psychologist* etc.) What are links to organisations that can help? (eg. *Beyond Blue*). What are useful apps that can help? (eg. *Smiling Mind* etc). Create a pamphlet or poster for incoming year 7 students with this information.