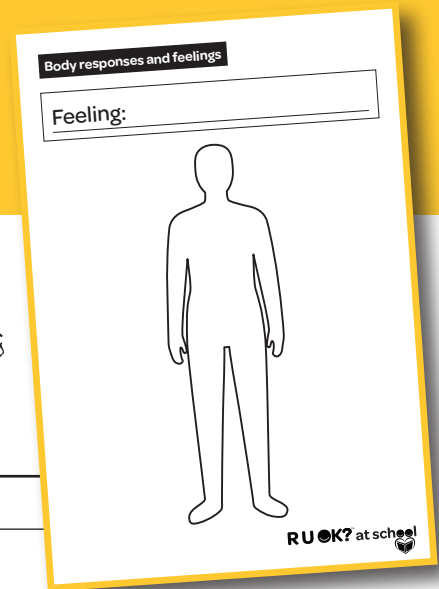


Classroom activity

Body responses and feelings

Year level: Kindergarten/
Foundation/Early Learning



Duration	30 minutes
Learning intention	Students learn to identify when someone else may not be OK by thinking about how they feel.
Activity focus	The focus of the activity is placed on recognising the signs when someone else might not be OK. Our body communicates with us all the time and it is important to listen to the signs. When young people understand how they are feeling, the intensity of the feeling and why they might be feeling that way, they are closer to identifying these signs in others.
Resources required	<ul style="list-style-type: none"> ○ Body outline template with a variety of headings: happy, sad, nervous, worried, excited and a blank option ○ Pencils and markers
Curriculum links	<p>Australian Curriculum: Health and Physical Education</p> <p>Foundation year</p> <p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017) <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
Success criteria	<ul style="list-style-type: none"> ○ I can identify different feelings in my body. ○ I can identify when others are experiencing feelings and may not be OK.
Activity description	<ol style="list-style-type: none"> 1. As a group, brainstorm emotions on the board e.g., happy, sad, angry etc. 2. As a class discuss: How do we know when we are happy? How do you know when someone else is sad? How do we know when we are angry? How do we know when someone else is surprised? 3. Label the blank body outline template (provided) with one of the brainstormed emotions. 4. As a class, brainstorm all the feelings they experience and also how this may come across for others experiencing the same feeling. For example, sad might look like: sad face, funny feeling in the tummy. 5. Draw these feelings on the body outline template. 6. Once one is completed, provide students with different feeling templates and ask them to draw on the body outline what they feel, and see in others, when they are experiencing each feeling (for example: happy, angry, sad)
Differentiation	<ul style="list-style-type: none"> ○ Support strategies: group work or whole class instruction for each feeling ○ Extension strategies: students label the body outline with feelings associated with each emotion
Reflection question	How do you know when a friend is feeling happy or sad? How can you help them?
Remote learning	<ul style="list-style-type: none"> ○ Distribute worksheets to students as part of their take home pack or through your school's digital platform ○ Students draw a person, adding in facial expressions for each feeling ○ Provide students with images of different facial expressions and feelings. For example a smiley face, someone looking nervous, someone who is angry.

Body responses and feelings

Feeling: _____

