

Emoji Matching Activity

Health and Physical Education Curriculum Expectations

Grades 1-3

Objective: Learning how to express and identify emotions is important for social development. This activity allows students to move around and interact through scenarios with 7 basic emotions. It can easily be played outdoors.

Suggestions for integrated learning opportunities:

Add fundamental movement i.e., crab walk when moving between emojis to meet the following expectations:

C1.1 Perform a variety of static balances, using different body parts at different levels [A1.3 Motivation, 1.5 Self].

C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [A1.2 Coping, 1.4 Relationships].

Grade 1

A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. (Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them).

D2.3 Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent [A1.1 Emotions, 1.2 Coping, 1.4 Relationships].

Mental Health Literacy D3.3 demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health [A1.6 Thinking].

Grade 2

A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.

A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.

D1.6 Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times [A1.1 Emotions, 1.4 Relationships, 1.5 Self].

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D2.3 Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety [A1.1 Emotions, 1.2 Coping, 1.4 Relationships].

D2.5 Explain how understanding and being able to name their feelings (*e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried*) can help in knowing when they might need to get help [A1.2 Coping, 1.3 Motivation, 1.5 Self].

D3.1 Describe how to relate positively to family members, caregivers, and others and describe behaviours that can be harmful to others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships].

Grade 3

A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.

A1.2 Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.

D1.4 Identify the characteristics of healthy relationships (*e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest*) and describe ways of responding to bullying and other challenges (*e.g., exclusion, discrimination, peer pressure, abuse*) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships].

D1.5 Identify factors (*e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence*) that affect physical development (*e.g., of hair, skin, teeth, body size and shape*), social-emotional development (*e.g., of self-awareness, adaptive skills, social skills*), and the development of a healthy body image (*e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do*) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self].

D1.6 Explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions].

D3.4 Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (*e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet*) and identify ways to help them manage these feelings [A1.1 Emotions].