Social & Emotional Shuffle
HOW TO USE THE CARDS

These Social & Emotional Shuffle cards are designed to support social and emotional learning (SEL) in the classroom and beyond. The activities, prompting questions, and conversation sparkers can be incorporated throughout the year to help students develop their social and emotional competencies in active and engaging ways. As students develop the ability to name, describe and express emotions, as well as recognize these emotions in others, they strengthen all five of their SEL competencies: self awareness, self management, social awareness, responsible decision making and relationship skills. (CASEL, 2017).
Social & Emotional Shuffle
THINGS TO KEEP IN MIND

» These cards can be used as one aspect of building healthy classrooms and schools. In order to be effective in promoting social and emotional learning, they need to be used within a comprehensive school health (CSH) approach to promoting healthy relationships and positive social environments. For more information on CSH visit www.jcsh-cces.ca.

» Some of the activities or discussions that arise from using these cards may cause discomfort or other strong emotions for some students. It is important to cultivate a welcoming, care, respectful and safe space for students to share, reflect and respond.

◇ It may be helpful to collectively create classroom guidelines to support positive conversations and interactions. Post in the classroom and refer back to these guidelines as needed.
Social & Emotional Shuffle
◊ Communicate that all emotions are a part of our human experience, and that it is okay to be sad, mad, jealous etc. However, how we respond when we feel these emotions can be helpful or harmful.

◊ Welcome all perspectives and highlight that we all feel emotions differently.

◊ Always allow students to pass if they do not feel comfortable sharing.

◊ Have a self-regulation station available to students. This may include things like a hoberman sphere, mindfulness activities, kinetic sand, mind jar etc.

◊ Have a one-on-one follow-up conversation if you notice a student responding in a manner that is not typical for them or reacting strongly to an activity or discussion.

◊ Ensure students know where they can go for additional support, such as a school counsellor, mental health professional or Kids Help Phone.
Social & Emotional Shuffle
THINGS TO KEEP IN MIND

» Start small. Begin with activities that help students to recognize and name emotions and incorporate more reflection and discussion over time. The cards have been designed to be used across grade levels and as such, not all activities will be appropriate for all grade levels/students. Reference the Health & Life Skills Curriculum for developmentally appropriate activities and expectations for your students.
Social & Emotional Shuffle
HAPPY AND YOU KNOW IT

Sing *When You’re Happy and You Know It* with verses using happy, mad, sad, excited, scared etc. Include the actions you might do when you are feeling each emotion. For example, “If you’re mad and you know it, scrunch your face / give a growl / cross your arms, etc.” Have students generate different ideas using the cards.
Social & Emotional Shuffle
Have each student take a turn choosing an emotion (using the cards or thinking of their own) and then sing the song and act it out using those emotions. Change the end action to match the emotion. Instead of “all fall down”, for angry say “take a deep breath” or for excited say, “all shout HOORAY!”
Social & Emotional Shuffle
Students find a partner. Partner One and Partner Two stand facing one another. Partner One is given a card and begins to act out the emotion. Partner Two mirrors Partner One’s movements, actions and facial expressions. At the end, Partner two tries to guess the emotions. Have the partners switch roles. (There are many modifications of this game, you could have partner two sketch out the emotion, or say multiple words that describe the emotion.)
Pick 10-20 cards, stick them to poly spots and then spread the spots out around the playing space with the cards face up. Read out a scenario (ex. your brother wins first place in his soccer tournament) and let students move (walk, hop, skip, lunge etc.) to the spot that represents how they might feel. Students may choose different spots (ex. happy, jealous, proud that your brother wins first place in his soccer tournament). Discuss as a class or in small groups.

Note: It is important that students are familiar with the cards and have developed an emotion vocabulary and understanding before playing this game.
Social & Emotional Shuffle
**GUESS MY MOOD**

Same rules as the game “Headbands.” Each student is given a card, but they do not look at it. It is stuck to their forehead using tape or a headband. Alternatively, the students may just hold the card to their forehead. They move (walk, skip, hop etc.) around the space to find a partner. The partner acts out their card until they are able to guess or go find another partner. Once they have correctly guessed, the student gets a new card and continues playing.

*Note: It is important that students are familiar with the cards and have developed an emotion vocabulary and understanding before playing this game.*
Social & Emotional Shuffle
EMOTIONS POP-UP!

Students hold a squat position (or another position of your choice). Pull an emotion card from the deck and show to students. Students then think of other words to describe that emotion, and pop-up into a jump to call out their word (e.g., happy, joyful, glad, excited). Once they have shared their word, they go back to the squat position. An alternative to this would be to have students share an opposite emotion.
Social & Emotional Shuffle
**CHARADES RELAY**

Split students into small teams. Have teams line up at one end of the playing space. The first person will move (run, hop, skip, or jump, etc; you can decide the movement or allow students to choose their own) to the cards laid out on the ground on the other side of the space. They pick up a card, take it back to their team and try to act out the emotion. Once their team guesses the correct emotion, the next person runs to get another card.

*Note: It is important that students are familiar with the cards and have developed an emotion vocabulary and understanding before playing this game.*
Social & Emotional Shuffle
Below is a short list of suggestions for embedding conversations and activities related to social and emotional learning throughout the school day and across subjects.

**LANGUAGE ARTS**

- Use the cards as journalling or story prompts.
- Use the cards to highlight emotions during teacher guided reading time. For example: When a character is experiencing an emotion, pull out the cards and ask the students to identify the emotion. This could be a great moment to discuss the emotions of the character and how they could respond to the emotion in a positive way.

**ART**

- Have students create personal emotion cards using different mediums such as pencil, paint, collage or photography. Discuss the similarities and the differences in how individuals may experience and express emotions.
- Give each student an emotion card and ask them to review magazines, art, video clips, music etc. and identify depictions of emotions. Which emotions are commonly depicted? Why might this be?
Social & Emotional Shuffle
PHYSICAL EDUCATION
• Use one of the activities on cards 5-11 as a warm up or cool down.
• Discuss how emotions relate to physical activity experiences. For example: How can an emotion influence performance? How can physical activity help us shift our emotions?

HEALTH & LIFE SKILLS
• Have students create an emotional tune-up toolkit to support their personal health & wellness. Each student chooses 5 emotions that they feel challenge them in their lives and create personal strategies for shifting these challenging emotions when they arise.

SOCIAL STUDIES
• Ask students throughout the year about the emotions they are feeling as they learn about topics examined in class and why they are feeling those emotions. For example: How do students feel about the enactment of residential schools up until the 1990s? How might students who were forced to be in residential schools feel?
Social & Emotional Shuffle
**MATH**

- How do your emotions influence your attitudes and beliefs around math? Are these attitudes and beliefs permanent or temporary? Discuss.

- Have students choose 5 general emotions. At the beginning of each math lesson, have students identify and record the emotion they are most strongly feeling. Graph their responses at the end. Discuss.

**SCIENCE**

- Discuss the scientific process and the need for an unbiased, neutral approach. Is this possible? Can we separate our emotional responses from our work? Can you think of a scientist who was emotionally invested in their investigation and research? How did this affect what they did?
Social & Emotional Shuffle
The purpose of the conversation sparkers is to encourage reflection and discussion about the way we relate to our own emotions and the emotions of others. The sparkers are purposely left broad and open-ended so your group can work towards their own conclusions. There are no right or wrong answers.

**INSIDE / OUTSIDE EMOTIONS:**

Sometimes we may be feeling an emotion on the inside but we show a different emotion on the outside to others. An example may be feeling sad that you got a low grade on a recent math test, but your outside emotion may look more like anger. Sometimes our friend might say they are bored by our game, but on the inside they feel sad and hurt because they feel left out. Why would it be challenging for others and ourselves if our inside emotions do not look like our outside emotions?

**SIMILARITIES / DIFFERENCES:**

Are there any similarities between emotions? For example: Relaxed and Content? Defiant and Stubborn? Overwhelmed and Anxious? What are the differences between the emotions? Why is it important that we are able to understand and clearly describe what we are feeling?
Social & Emotional Shuffle
GOOD / BAD EMOTIONS:

There are emotions that are often labeled as good, such as happy or calm, while other emotions as bad, such as sad or overwhelmed. Are any emotions bad? Why or why not?

GENDERED EMOTIONS:

Are there certain emotions that are associated with and appropriate for the different genders? How do you feel about that?

A LITTLE / A LOT:

Sometimes we can feel emotions a little and sometimes we feel emotions a lot. We can feel multiple emotions at the same time as well as feel one big emotion at certain times. It’s okay to feel confused by emotions. The more we practice paying attention to how we are feeling, even when there are lots of different emotions or we feel the emotion intensely, the more we can deal with our emotions in a healthy way. What are emotions you often feel a lot of? What are emotions you sometimes feel a little of?
Social & Emotional Shuffle
CATEGORIES:
The cards are split into 4 categories: yellow, green, red and orange. Why are these emotions grouped together? What would you name each category? Why?

CULTURAL PERSPECTIVES:
Our cultural norms, attitudes and expectation may shape the way we show emotions or respond to different situations. For example, in some cultures it’s rude to look someone in the eye when they are speaking to you, so someone might signal that they are feeling engaged by looking down while they’re being spoken to. In my culture it’s rude not to look at the speaker, so I might see someone looking down and think the person was bored or defiant because they aren’t looking at me. This is because the cultures have different cultural norms and outside cues for what emotions are being displayed. What could you do if you thought someone was feeling an emotion but you weren’t sure what it was? What kind of challenges could arise if you thought someone was showing one emotion but they really meant to show another emotion?
Social & Emotional Shuffle
What kinds of good things can come from feeling bored?
Social & Emotional Shuffle
CONFUSED
How do you know if you are feeling confused?
Social & Emotional Shuffle
What can you do if you make someone else feel sad?
Social & Emotional Shuffle
DISAPPOINTED

Tell us about a time you felt disappointed. Do you still feel that way or has the feeling changed?
Social & Emotional Shuffle
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SKEPTICAL

Can you remember a time you felt skeptical? Why?
Social & Emotional Shuffle
Are lonely and alone the same thing? What is the difference?
Social & Emotional Shuffle
What are ways we can cope or manage feelings of insecurity?
Social & Emotional Shuffle
How does guilty feel in your body? Does a specific body part get hot/tight/weird/heavy when you feel guilty?
Social & Emotional Shuffle
Embarrassed

Do you think everyone gets embarrassed from time to time? How could you help someone who was feeling embarrassed?
Social & Emotional Shuffle
MISUNDERSTOOD

If someone is feeling misunderstood, what can you do?
Social & Emotional Shuffle
Impatient

How does your body respond when you are feeling impatient?
Social & Emotional Shuffle
GRUMPY

How do you act when you are feeling grumpy?
Social & Emotional Shuffle
PESSIMISTIC

Describe what feeling pessimistic about a situation might be like.
What does content mean to you?
Social & Emotional Shuffle
RELAXED
What do you do to feel relaxed?
Social & Emotional Shuffle
Do you think that feeling shy is a fixed trait or does it change depending on the situation?
Social & Emotional Shuffle
THOUGHTFUL
Do you feel more thoughtful in certain places or with certain people?
Social & Emotional Shuffle
HOPEFUL

What does being hopeful look like?
What does it feel like?
Social & Emotional Shuffle
CALM

I feel calm when....
Social & Emotional Shuffle
RELIEVED
What does feeling relieved sound like?
Social & Emotional Shuffle
FRIENDLY

What kinds of things do you do when you are feeling friendly?
Social & Emotional Shuffle
In what kind of environment do you feel open? What kind of environment do you not feel open?
PATIENT

What were you doing the last time you felt patient?
Social & Emotional Shuffle
TENDER
What does it mean to be feeling tender?
TRUSTING

Who makes you feel trusting?
Why?
Social & Emotional Shuffle
What is the opposite of humble?
Social & Emotional Shuffle
If jealous was a cartoon character, what would it look like? Describe in detail.
Social & Emotional Shuffle
ANGRY

What is an appropriate way to deal with feeling angry? What is not an appropriate way?
Social & Emotional Shuffle
What does it mean to be feeling stubborn?
Social & Emotional Shuffle
Anxious

What kinds of situations make you feel anxious? What are some strategies for managing anxiety?
Social & Emotional Shuffle
NERVOUS

How does nervous feel in your body? Are there other emotions that make you feel the same way?
Social & Emotional Shuffle
SURPRISED

Do you like to be surprised?
Why or why not?
Social & Emotional Shuffle
AFRAID

What are some other words for afraid?
Social & Emotional Shuffle
Annoyed

What sort of non-verbal cues would someone who is feeling annoyed give?
Social & Emotional Shuffle
If you are frustrated with someone or something, how should you communicate it?
Social & Emotional Shuffle
OVERWHELMED

I feel overwhelmed when...
Social & Emotional Shuffle
ASHAMED

From looking at someone’s body language, how might you tell they are feeling ashamed?
Social & Emotional Shuffle
How do you know when you are feeling tense?
Defiant

If someone is feeling defiant, how would you interact with them?
Social & Emotional Shuffle
HAPPY
Describe a day that would make you feel happy. Where would you be? What would you do?
Social & Emotional Shuffle
What are you feeling excited about right now?
Social & Emotional Shuffle
GRATEFUL

What is one thing you feel grateful for?
Social & Emotional Shuffle
CONFIDENT

If you feel confident, how might that affect the way the people around you are feeling? Why?
Tell us one thing about yourself that makes you feel proud.
Social & Emotional Shuffle
Tell us about a character that was brave in a book or movie. What makes this character brave?
Social & Emotional Shuffle
What do you feel curious about?
Social & Emotional Shuffle
DETERMINED

What kind activities require you to feel determined?
Social & Emotional Shuffle
OPTIMISTIC

What does it mean to be optimistic?
Social & Emotional Shuffle
KIND

How do you show your kindness to others?
Social & Emotional Shuffle
When I feel caring I...
Social & Emotional Shuffle
EMPOWERED

Can you think of a character or person who was empowered? How do you know someone is feeling empowered?
Social & Emotional Shuffle
What do you think are the differences between happy and delighted?
Social & Emotional Shuffle
CREATE YOUR OWN EMOTION CARD!
Social & Emotional Shuffle
This resource was developed by Ever Active Schools with support provided by Alberta Health Services, *Shift: The Project to End Domestic Violence* and numerous educators from around Alberta. Thank you!

Please share how you are using the Social & Emotional Shuffle resource with us on Social Media! Tag us on Twitter and Facebook!

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[www.everactive.org](http://www.everactive.org)

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