

Focus Area: ADHD (Impulsivity Predominance)

Name of the Activity: “Feelings in Focus: Understand and Respond”

Target: Help students recognize and name emotions in themselves and others. Teach students appropriate responses to different emotions.

Duration: 10-30 minutes

Organizational Form of the Activity: This activity is designed for small group work, but it can also be adapted for individual practice.

Target Age Group: 7-12 years, but can be adjusted for older or younger students.

Tools:

- Emotion cards (cards with faces showing different emotions)
- A list of situations that might provoke those emotions (teacher-made or downloaded)
- A timer (optional)

Instructions:

- Discuss why understanding emotions is important for good communication and relationships.
- Show students an emotion card and describe the emotion (e.g., happy, sad, angry, excited, nervous).
- Present a scenario that matches the emotion. For example:
 - Happy: "You received a gift from a friend."
 - Angry: "Someone borrowed your pencil without asking."
- Ask students to identify the emotion and suggest an appropriate response.
- In pairs or groups, students take turns picking a card, reading a scenario, and role-playing the situation. Others guess the emotion and evaluate the response.
- Discuss how understanding emotions can help solve conflicts and build friendships.

Tips for Teacher:

- Use visual aids, like posters or digital images, to make the emotions easier to recognize.
- Reinforce positive participation with praise or small rewards.
- Gradually introduce complex emotions or mixed feelings as students gain confidence.



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ANNEX:

Example of possible scenarios to use in class

- You see your friend crying. How do you feel? What should you do?
- A classmate shares their snack with you. How do you respond?
- Someone teases you during recess. How do you handle it?
- You win a prize in a class contest. What do you feel, and how do you celebrate?
- A friend forgets to invite you to their birthday party. What emotions do you feel?



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Name: _____ Date: _____

MY EMOTIONS

Think about a time you felt each of the following emotions. What were you going through at that time?

JOY



SADNESS



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Name: _____ Date: _____

MY EMOTIONS

Think about a time you felt each of the following emotions. What were you going through at that time?

ANGER



FEAR



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Name: _____ Date: _____

MY EMOTIONS

Think about a time you felt each of the following emotions. What were you going through at that time?

EXCITEMENT



CONFUSION



Name: _____ Date: _____

MY EMOTIONS

Think about a time you felt each of the following emotions. What were you going through at that time?

OVERWHELM



PRIDE



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Focus Area: ADHD (Impulsivity Predominance)

Name of the Activity: “Emotional Traffic Light: I Think, I Feel, I Act’

Target: Help students to stop and reflect before acting. Teach a visual model for recognising emotions and making appropriate decisions.

Duration: 15-30 minutes

Organizational Form of the Activity: This activity is designed for small group work, but it can also be adapted for individual practice.

Target Age Group: 7–12 years, but can be adjusted for older or younger students.

Tools:

- Cards with traffic light colours (red, yellow, green)
- Cards with everyday situations
- Emoticons or emotion cards
- Whiteboard or flipchart

Instructions:

- Discuss why understanding emotions is important for good communication and relationships.
- Explain the emotional traffic light model:
 - **Red** = I stop (identify what I feel).
 - **Yellow** = I think about my options.
 - **Green** = I act appropriately.
- Choose a card with a situation, for example: ‘Your friend doesn't want to play with you today.’
- The group discusses:
 - What emotion does it provoke (use emotion cards).
 - What would you do first (red)?
 - What options do you have (Yellow)?
 - What decision would you make (Green)?
- Each group shares its ‘emotional traffic’ with the class.
- In pairs or groups, students take turns picking a card, reading a scenario, and role-playing the situation.
- Others guess the emotion and evaluate the response.
- Ask questions such as:
 - Was it hard to stop and think?
 - What did you learn about yourself and your emotions?



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Tip for Teacher:

- Model yourself first with a situation and think out loud.
- Use real traffic light colours to make the activity visual and playful.
- Reward thoughtful and empathetic responses.

ANNEX:

Example of possible scenarios to use in class

A classmate accidentally tears up your favourite drawing.

How do you feel? What could you do before you react?

You are picked last for a game at recess.

What emotion comes up? How could you act positively?

You win a prize in class for good behaviour.

What emotions do you feel? How can you share that joy?

A friend doesn't want to play with you today and won't tell you why.

What do you think? How could you resolve the situation?

You see someone alone at recess.

What could you do? What would you feel if you were that person?

A classmate makes fun of you in front of others.

How can you control your impulses and respond appropriately?

Your teacher congratulates you on your work.

How do you feel? What can you do to keep up your work?



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