

# The Statue Game

## Introducing Advanced Emotion Vocabulary

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**This game introduces advanced emotion words kinesthetically** to prepare students to compare and contrast vocabulary using the Emotion Mapping Tool. Play the Statue Game to embody core emotion vocabulary first.

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### Planning

Use the **Advanced Emotion Vocabulary Resource** to find prompts that relate to:

- emotions that are coming up in your class.
- emotions that characters are experiencing in books your class is studying.
- stories that your students are writing or enacting through play.

#### Planning Tips:

- **Plan short relatable context sentences for each advanced emotion word.** See the Context Sentence Planner for Advanced Emotion Vocabulary for criteria, format and examples.
- **Consider introducing contrasting word pairs** to introduce subtle & extreme synonyms (ex: pleased & ecstatic).
- **Consider introducing related word pairs** to offer an experience and description of subtle contrasting differences in the range of emotions (ex: shocked & amazed).

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## Embodying Core Emotion Vocabulary

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### Preparation

How will you support visual, kinesthetic & multi language learners in your class?

#### Before the activity, explore vocal and physical expression.

- Try out different ways to express each word vocally (loud, soft, harsh, gentle)
- Try out different ways to express each word through your body pose and facial expression.

#### Exploration Tips- Make choices that are simple and fun for you! Need inspiration?

- Make a statue of a character that you associate with that emotion.
- Choose a song that goes with the emotion. Make a statue in response to the music.
- Try making statues while looking in the mirror.
- Try making statues while looking at the core emojis on the **Emotion Mapping Tool**
- Perfection isn't necessary! No choice is too ridiculous! If you're having fun, your kids will too!

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### During the Activity

- Make an **Emotion Mapping Tool** to hang up as a visual aid.
- **Be prepared to explore complicated emotions** (ex: Lonely, Anxious, Horrified) but allow a bit of time for discussion if children need context or want to talk about those emotions.
- **Be prepared to engage in nuanced conversation.** People experience and understand language in nuanced and divergent ways. Use the conversations that arise during this game to validate different ways of understanding or experiencing a word, while also giving kids a clear idea of how the word is most often understood and what it is used to communicate.
- Use the **Describing Tool for Face & Body** to find specific words to describe kids' choices.