

The Statue Game

Embodying Core Emotion Vocabulary

Timing

3-5 min to set up & model t
2 min for each core emotion
word.

Space

Room to move & pose

Additional supports

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Do Before (options)-

Try the Facial Feature Warm Up, or the I Am Using My Voice! Warm Up.

1. Introduce the game

Sample Script (2-3 minutes)

- What is a statue? (Something that doesn't move, that's made of metal or wood – like the Statue of Liberty.)
- Do statues move? Do statues talk? Statues stay in one spot, keep their balance and stay quiet.
- Let's all pretend to be a statue.
- What's an emotion? An emotion is the same as a feeling. We're going to make statues to show emotions, or feelings.

2. Model the game

Embody an emotion word using the steps the children will follow.

Sample Script (1-2 minutes)

- I will **SAY** an emotion word like happy.
- We will **SHOW** happy with our bodies.
- We will all **FREEZE** in a statue that shows happy.
- I will **DESCRIBE** all of the different ways that you are using your body to show happy. You might be making the same statue as someone else or you might have your own idea.
- Then we'll **RESET**. We'll shake that feeling off and relax our bodies so we're ready for the next word.

continue...

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3. Play the game

Follow the steps for each core emotion word you want to introduce.

Sample Script (1-2 minutes for each word)

- **SAY**- The next emotion word is _____!
 - **SHOW**- Let use our bodies to show _____.
 - **FREEZE**- Freeze into an emotion statue that shows _____!
 - **DESCRIBE**- Wow! I see so many different, wonderful ways to show _____!
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Tips for Step 3

- Enthusiastically describe a variety of choices using specific, detailed and non-judgmental language.
 - Use the [Describing Tool for Face & Body](#) for support!
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4. Release, reset

Choose a consistent way to help your students release and reset between every word

Reset Options (10-20 seconds after every emotion word)

- Relax your body,
 - Take a deep breath,
 - Wipe it away,
 - Shake it out,
 - Wiggle it away
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Play the game with the kids.

Express the words using your own body as well! Check out the Prep & Planning Guide for physical & vocal expression tips!

Be specific & enthusiastic when you describe

Use the Describing Tool for Face & Body for support

Keep up a fun pace.

We recommend describing 3 choices for each prompt. 1) a choice being repeated by many children 2) a child making a bold, dramatic choice 3) a child making a subtle choice. Describe as much as you can in less than a minute, then move on!

Give yourself support.

You can hold the Describing Tool for Face & Body in your hand or post it on a smart board or chart paper where you can refer it.

Allow for different modes of participation.

- It's ok if kids wiggle and change their statue! Their engagement in trying to understand the word is more important than holding still.
 - It's ok if some kids don't engage physically. They are still learning from listening and watching.
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Make self-control a part of the game.

Use the imaginative aspects of the game to challenge the students to have self-control in a fun way. Remember to choose a consistent ritual to help kids release and reset after expressing each emotion prompt.

Have fun!

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This game introduces the core emotion words from the Emotion Mapping Tool. Once your class is familiar with the game and the core emotion words, you can move on to introduce advanced emotion vocabulary using the Statue game and the Emotion Mapping Activity.

Planning

Decide which core emotion words you want to introduce today. You don't need to do them all on the same day.

Core emotion words:

happy, mad, sad, scared, surprised, confused, disgusted.

Planning Tips:

- **Start with core emotion words that your students are familiar with.** The goal of this game is to layer descriptive language on to emotion words that students are able to express physically. To begin with, avoid words that would require you to interrupt the rhythm of this game to provide context.
- If you know that your students will need context for these core words, **plan short relatable context sentences** using the Context Sentence Planner for Core Emotions (see pg. 7 of support packet)
- **Consider introducing contrasting word pairs** to give students an experience and description of a wide emotional range (ex: Happy & Mad).
- **Consider introducing related word pairs** to offer an experience and description of subtle contrasting differences in the range of emotions (ex: Scared & Surprised).
- **Choose core emotion words that scaffold toward the advanced emotion vocabulary you eventually want to introduce.**
For example, if you want to eventually introduce the advanced vocabulary words “furious” and “annoyed”, use this game to embody the core emotion word “mad”.

continue...

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Preparation

How will you support the 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?

- Watch the **Notice the Variety video** in the Build Your Skills section of the Statue Game page to see how kids do it!
- 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!

During the Activity

- Make an **Emotion Mapping Tool** to hang up as a visual aid.
 - **Be prepared to explore complicated emotions** (ex: Sad & Disgusted) but allow a bit of time for discussion if children need context or want to talk about those emotions.
 - Use the **Describing Tool for Face & Body** to find specific words to describe kids' choices.
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Objectives and Standards Alignment for...

The Statue Game

Embodying Core Emotion Vocabulary

Through this lesson learners are getting better at:

- **In language and literacy-**
Learners will be able to express emotions verbally. Learners will be able to identify emotions using specific vocabulary. Learners will be able to interpret verbal and non-verbal cues.
- **In art-making-**
Learners will be able to demonstrate emotion physically through gestures and movement.

Standards Alignment:

Next Generation Standards/ Common Core

- Language .4 (determine or clarify the meaning of words)
- Speaking and Listening .4 (describe people, places and events with detail)

CASEL 5 Competencies

- Self-awareness
- Self-management
- Social awareness

Danielson Domains

- 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 4a

Context Sentence Planner

Blank (see filled in example on the next page)

Plan a context sentence for each core emotion word.

Then for each word

Write a familiar & relatable and/or entertaining context sentence in this column.

Suggested format:

When (or if) _____(you/they) might feel _____...

1: Kids make a statue to show that emotion word.

2: Teacher describes the variety of physical choices kids make to express the emotion.

3: Kids make a connection to their own experience.

Ask...

When have YOU felt this way in your body?

When have you done this with your body?

Example: If the rules of a game changed every time you played, you might feel...

confused

Example: If you came to school and it had turned into a castle, you might feel.

surprised

Example: When someone gives you a gift you might feel...

happy

Continued...

Context Sentence Planner

Plan a context sentence for each core emotion word.		Then for each word
Example: When someone breaks your toy on purpose you might feel...	Mad	1: Kids make a statue to show that emotion word. 2: Teacher describes the variety of physical choices kids make to express the emotion.
Example: When you miss your mom or dad you might feel...	sad	3: Kids make a connection to their own experience. Ask...
Example: When you were being chased by a monster, you might feel...	scared	When have YOU felt this way in your body? When have you done this with your body?
Example: When you eat something that tastes gross, you might feel	disgusted	