

The Statue Game

Introducing Advanced Emotion Vocabulary

Timing

3-4 minutes to set up and model the game.

3 minutes for each advanced emotion word.

Space

Room to move & pose

Additional supports

Visit

TeachwithArtsConnection.org



Do Before-

Play the Statue Game to embody core emotion vocabulary

1. Review the game

Sample Script (1 minute)

- We are going to play the “Emotion Statue” game again!
- What is a statue again? Show me with your body! Remember that statues stay in one spot, keep their balance and stay very quiet. Good Job! Relax your body.
- What is an emotion again? That’s right! An emotion is the same as a feeling.
- Today, we’re going to make statues to show some new, advanced emotion words.

2. Model the game

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

Sample Script (1-2 minutes)

- **CONTEXT**- These emotion words might be new to you, so I’ll give you an idea of when you might feel that way- Maybe our first new emotion word is thrilled! If you won a game for the very first time you might feel thrilled!
- We will all use our face, body and voice to **SAY & SHOW** thrilled. I feel thrilled!
- We will **FREEZE** into a thrilled emotion statue.
- I will **DESCRIBE** all of the many wonderful ways that you are using your body to show thrilled. You might be making the same statue as someone else or you might have your own idea. I might also **ASK** you when you have felt that way!
- 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 advanced emotion word you will introduce today.

Sample Script (2-3 minutes for each word)

- **CONTEXT**- Our first emotion word is _____. When _____, you might feel _____.
 - **SAY & SHOW**- Let's use our bodies to show and voices to show the word _____! I feel _____!
 - **FREEZE** into an emotion statue that shows _____!
 - **DESCRIBE & ASK** - Wow! I see so many different, wonderful ways to show _____! When have you felt _____?
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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** 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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Don't skip playing the game with basic words.

It's enough to learn a new word- so be sure to let them learn the game with the basic words first.

Plan relatable, engaging contexts to share for each advanced word.

Use the Context Sentence Planner for support.

Use physical and vocal expression to help visual learners and Multilingual Learners.

Check out the Prep & Planning Guide for physical & vocal expression tips!

Say yes to your students' ideas.

You can do this nonverbally by trying out THEIR ideas for how to embody the words. Allow time to embody words multiple times, so that kids can notice how they feel in their bodies.

Be specific and enthusiastic when describing your students.

Stay curious about how different people experience emotion by describing a variety of physical choices. Use the Describing Tool for Face & Body.

Keep up a fun pace.

Give yourself support so that you can keep the pace going.

Have fun!

Planning and preparation guide for...

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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.

Planning

Use the **Advanced Emotion Vocabulary Resource** (pg. 7 of the support packet) 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 (pg. 8 of the support packet).
- **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).

continue...

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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.

Standards Alignment for...

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Next Generation Standards Common Core

- Speaking and Listening .1
(participate in collaborative conversations)
- Speaking and Listening .4
(describe people, places and events with detail)
- Language .5
(demonstrate understanding of word meanings and figurative language)
- Language .6
(use words and phrases acquired through conversation)

CASEL 5 Competencies

- Self-awareness
- Self-management
- Social awareness

Danielson Domains

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