

Emotion Character Grab Bag

Timing
10 minutes

Space
Students standing with room to move & pose

Additional supports
Visit
TeachwithArtsConnection.org

Use QR code to see a video example



Do this activity to...

- apply & extend understanding of advanced emotion vocabulary to a variety of characters
- explore the range of emotions that any character can express and
- prepare to create characters that express emotions through art making, writing or puppet play.

1. Set up the Game

Sample Script (1 minute)

- In this bag I have all of the advanced emotion words that we have been learning about. For example, I have terrified, furious, perplexed (read from the cards you have)
- In this other bag I have all kinds of fun characters. For example puppy, mermaid, robot (read from the cards you have)

2. Model the game

Sample Script (1-2 minutes)

- I will **CHOOSE** a character and an emotion. For example, it might be a wizard who is feeling annoyed!
- We will **MOVE** our bodies and our face to show a wizard who is annoyed! Maybe my wizard is feeling annoyed because my cat knocked over my spell book! Maybe I'm annoyed because my wizard hat is too big and it keeps falling in my eyes. (move your own body to model trying out different ways to express your ideas.)
- We will all **FREEZE** like an annoyed wizard (freeze your own body)
- I will **DESCRIBE** all of the different ways that you are posing your body and face to show the character and the emotion. You might be making the same pose as someone else or you might have your own idea.
- Then we'll **RESET** We'll shake that character off and relax our bodies so we're ready to become the next character.

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3. Play the game

Follow these steps for each pair of character/emotion prompts chosen.

Sample Script (2 minutes per character/emotion prompt)

- **CHOOSE-** we will become a _____ who is feeling _____!
- **MOVE** your body and face like a _____ who is feeling _____. Maybe they're feeling _____ because _____ or because _____.
- **FREEZE** your body & face to show your _____ who's feeling _____.
- **DESCRIBE** Wow! I see so many different, wonderful ways to show a _____ who is feeling _____! I see that many of you are _____. Some people are _____. One person is _____!

Tips, adaptations & extensions

- Often, kids will start to call out their own story ideas for why characters feel that way! Allow extra time to accept and amplify their ideas or pause and do a turn and talk. You can also interview a few of the character statues about why they feel that way.
- Explore contrasting emotions in pairs. Examples: Furious vampire/ delighted vampire, grumpy baby/ delighted baby. Notice & describe how their choices change to express contrasting emotion.
- Describe and validate both expected & unusual, subtle & bold expressions. For support use the Describing Tool for Face & Body.
- For the final round, let the kids choose what character and emotion they each want to express. Instead of describing ask them to notice what they are doing with their own body and face. Then have them draw the character and emotion that they chose.

4. Release, reset

Choose a consistent way for kids release & reset between each character.

Reset Options (10-20 seconds after each prompt)

- Relax your body,
- Take a deep breath,
- Wipe it away,
- Shake it out,
- Wiggle it away

Character Emotion Grab Bag

Through this lesson, students are getting better at:

In language and literacy-

Learners will be able to identify and distinguish between character traits and character emotions.

In art making-

Learners will be able to embody both a character's traits and emotions. Learners will be able to recognize and connect to physical and facial expressions.

Next Generation Standards Common Core

- 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

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