

ARTS IMPACT LESSON PLAN

Theater and Social Emotional Learning Infused Lesson

How Emotions Affect What We Do

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Grade Level: Primary

Enduring Understanding

How we are feeling is expressed through facial expressions, gestures, and body language.

Lesson Description (Use for family communication and displaying student art)

Students will explore the different ways that we express feelings and how our feelings often determine our actions. Each student will mirror the feelings of a partner, focusing on facial expressions and gestures to communicate that they understand. With a partner, the student will perform a simple action (handing off a piece of paper) while expressing a specific emotion or state of being. The partners will take turns playing the "Guess What I'm Feeling" game, in which a secret feeling is acted out and the receiving partner has to discern what the feeling is through visual cues.

Learning Targets and Assessment Criteria

Target: Demonstrates the characteristics associated with human behavior.

Criteria: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being.

Target: Recognizes a specific feeling or state of being that is being felt by another person.

Criteria: Mirrors the facial expressions and gestures of a partner.

Target: Determines the feelings a partner is experiencing.

Criteria: Uses evidence of facial expressions, gestures, actions and "body language" to identify a specific emotion or state of being in another person.

Target: Communicates to a partner.

Criteria: Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

Vocabulary

Arts Infused:

Behavior
Communication
Emotions
Facial Expressions
Feelings
Gesture
State of Being

SEL:

Body Language

Arts:

Action
Movement
Mirroring
Neutral
Statues

Materials

Museum Artworks or Performance

Seattle, WA

Book-It Reperetory Theatre
Living Voices
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Sheets of regular writing paper; Class assessment worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.3.1 Responding Process
- 3.1.1 Communicates through the Arts
- 4.2.1 Theater and Social Emotional Connection

Early Learning Guidelines

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

(AGE 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills):move with purpose from one place to another using the whole body.

continued

Early Learning Guidelines (continued)

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and feelings.

(Age 4-5) 6. Learning about my world: Arts show creativity and imagination; perform simple elements of drama; participate in dramatic play.

Social Emotional Learning Standards

1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.

2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

3. Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable.

4. Social Awareness – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

5. Social Management – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

6. Social Engagement – Individual has the ability to consider others and a desire to contribute to the well-being of school and community

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Introduce using the expressive body: facial expression, body posture and movement.

Lesson Steps Outline

1. Lead a Warm-up. Guide students as they make statues demonstrating different emotions or states of being.

 Criteria-based process assessment: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being.

2. Models “mirroring” to students using a volunteer from the class. Guide students as they work with a partner, taking turns to mirror emotional expressions and sequences of expressions.

 Criteria-based teacher checklist: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being. Mirrors the facial expressions and gestures of a partner.

3. Guide students as they mirror a sequence of feelings with their partner.

 Criteria-based teacher checklist: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being. Mirrors the facial expressions and gestures of a partner.

4. Lead student pairs as they move through the room to find another space to work.

5. Guide students (still in pairs) as they explore how emotions change behavior and actions.

 Criteria-based teacher checklist: Uses evidence of facial expressions, gestures, actions and “body language” to identify a specific emotion or state of being in another person. Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

6. Lead student pairs through a game of “Guess what I’m feeling?” Lead a quick group reflection.

☑ Criteria-based teacher checklist, peer assessment: Uses evidence of facial expressions, gestures, actions and “body language” to identify a specific emotion or state of being in another person. Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

7. Repeat STEP 6, the partners switch roles. Lead brief group reflection at end.

☑ Criteria-based teacher checklist, peer assessment: Uses evidence of facial expressions, gestures, actions and “body language” to identify a specific emotion or state of being in another person. Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

LESSON STEPS

1. Lead a Warm-up. Guide students as they make statues demonstrating different emotions or states of being.

- *Walk through the space in neutral. Remember that "neutral" means your body is relaxed and easy. You are doing nothing special or dramatic with your movement, just walking. When I say "freeze" you will freeze. When I call out a word, you must make your nobody into a statue of that word. When I say "move" you will move through the space in a way that fits the word that I have given you. Remember when we make statues and move, we keep our hands to ourselves and our voices stay off.*

▣ Lead students through a series of words that express emotions or states of being. (See list at the end of lesson for ideas. Examples: brave, happy, hungry, angry, silly, bored, embarrassed, sad, confused, curious, etc.)

☑ Criteria-based process assessment: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being.

2. Models "mirroring" to students using a volunteer from the class.

- *We are going to practice mirroring with a partner, but first, I want to show you what it looks like. Who would like to be my partner for a minute? (Pick a volunteer.) Great. My partner and I are going to sit on the floor and face one another. We will be about three feet apart. (Sit and face one another) First, we will decide who is partner "A" and who is partner "B". It doesn't matter who is who, you will each get a turn to do everything. To start off, "A" will be the mirror to "B". I will be "A" and mirror what my partner does. "B" will start off by showing me a HAPPY face. (Partner makes a happy expression.) I will mirror my partner's expression back. (Mirrors the facial expression.)*
- *When you are mirroring, your job is to reflect back, as accurately as you can, all of the different facial movements your partner chooses. Look at your partner's eyebrows, mouth, eyes, forehead... Look at all the different things that are going on and try to copy them. Then we will switch. (Now "B" becomes the mirror; repeat.)*
- *Okay, now you are going to do it with your partner.*

Guide students as they work with a partner, taking turns to mirror emotional expressions and sequences of expressions.

- *Remember as you work with your partner, no talking or making any vocal sounds. If you need to use your hands to help you express the feeling, that's okay. Remember to keep you hands to yourselves. Also, it's best to move slowly, not quickly.*

▣ Allow students to switch mirroring back and forth a couple of times before leading them through mirroring a sequence of emotions (in step 3).

☑ Criteria-based teacher checklist: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being. Mirrors the facial expressions and gestures of a partner.

3. Guide students as they mirror a sequence of feelings with their partner.

- *Now that you have practiced mirroring to each other a single emotion at a time, we are going to do a sequence of emotions. "A" will be the mirror. "B" will start off by showing HAPPY. As I name a new feeling, I want "B" to change their expression to show the different feelings. "A" will continue to mirror back what he/she observes.*

▣ Lead student "B" through the following sequence of emotions/states of being: HAPPY, EXCITED, DISAPPOINTED, SAD, ANGRY, BORED, HUNGRY, SLEEPY, CALM.

- *Now, we'll switch. "B" will be the mirror as "A" shows different feelings.*

▣ Lead student "A" through the following sequence of emotions/states of being: SURPRISED, FRUSTRATED, SHY, FURIOUS, THIRSTY, COLD, NERVOUS, JOYFUL, CALM. Lead a reflection afterwards.

- *How does it feel to mirror back a feeling or state of being? How did your partner's expressions effect you? Did you find yourself feeling the same thing? Did you empathize?*

☑ Criteria-based teacher checklist: Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being. Mirrors the facial expressions and gestures of a partner.

4. Lead student pairs as they move through the room to find another space to work.

- *Everyone stand up. Moving with your partner, find another spot in the room and sit down, facing one another. (Student pairs move and sit.)*
- *Wait! We need to move some more! Stand up again, now move through the room in super slow motion and find a different spot to sit down and face one another. (Student pairs move and sit.)*
- *I think we need to move again, and maybe stretch a little. Stand up one more time, let's find another spot. Now, let me see you put your body into the most twisted statue you can. (Students make a twisted statue.)*
- *Now, keeping your body as twisted as you can, move with your partner to the perfect spot and take a seat, facing one another.*

▣ Student pairs end up in a different spot in the room. If desired, new partners could be chosen before the movement around the room occurs.

5. Guide students (still in pairs) as they explore how emotions change behavior and actions.

▣ Each pair is given a blank piece of paper (could be recycled, used paper). The paper should be placed on the floor, between them, only to be touched when the student actually needs it. The object passed between the students could be anything (ball, cup, stuffed animal, toy). Paper is being suggested because it can be easily obtained.

- *Decide who is "A" and who is "B". You can change it if you like. I would like the "A's" to pick up their piece of paper. Once you have your piece of paper, stand up and put a little distance between you and your partner.*

- *When I say "go", I would like the "A's" to walk over to their partners and hand them the piece of paper. "B's" you will take the paper from them. Go. ("A's" go). Now, I want us to repeat that with the "B's." When I say "go," the "B's" will walk over and hand the paper back. Go. ("B's" go.)*
- *Now, the "A's" have the paper. You are going to cross over to your partner again, but this time I am going to give you a feeling that you must keep with you as you do the action. "B's" you will take the paper, just like last time. You will observe any actions and behaviors you see in your partner. It's fine if you feel an emotional response, but right now, your job is to receive the piece of paper. Ready? "A's," you are so excited! When I say "go" move to your partner and give him/her the paper staying excited the whole time. Ready. Go! ("A's" cross to "B's" and hand off the paper.) Great. Now, put the space between you again. (Repeat the same sequence with the "B's")*

▣ Lead a quick group reflection.

- *Sit back down with your partner and share what you saw each other doing as you handed off the paper in an "excited" manner.*
- *Let's share out with the whole class. How did the feeling effect your partner? What were some actions you saw? What facial expressions did your partner use?*

▣ Repeat above sequence with another feeling from the list at the end of this lesson.

☑ Criteria-based teacher checklist: Uses evidence of facial expressions, gestures, actions and "body language" to identify a specific emotion or state of being in another person. Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

6. Lead student pairs through a game of "Guess what I'm feeling?"

- *Have you ever had some one walk up to you and you could guess right away what he/she was feeling? How did you know? We look for clues from a person, clues like a facial expression, a gesture (something he/she does with his/her hands), posture, movement, or what we often call "body language". Part of what we do as humans is try to respond to emotional cues that another person might give us. For example, if I approached you in a very angry way, you would react very differently to me if I approached you in a very friendly and kind way.*
- *What we will do next, is a game called, "Guess what I'm feeling?" The way we will play it is simple. I will give the "A's" a feeling in secret. The "A's" will then do the same activity of approaching and giving a piece of paper to their partner while experiencing the "secret" feeling. The "B's" will observe the actions and behaviors of the "A's" as they approach you and give you the paper. Again, the "B'S" need to observe and receive, if you feel emotions, notice what they are. After the activity is done, you will get together and the "B's" will guess what the "A's" were feeling.*
- *Let's begin. All the "A's" join me and I will assign you a feeling. Don't tell any "B's" what the feeling is! They have to guess!*

▣ Assign the "A's" the feeling of BASHFUL (or SHY if that is clearer). Guide students as they move through the same sequence as in step 5. Allow a brief reflection afterwards.

- *Okay, join your partner on the floor. "B's" tell your partner what you thought their feeling was. "A's" don't say anything, just listen. "B's" what did you see your partner do that communicated the feeling to you? What facial expressions? What body language?*

Lead a quick group reflection.

- *Let's quickly share out. What was the feeling? How do you know? "A's", were they right?*

Criteria-based teacher checklist, peer assessment: Uses evidence of facial expressions, gestures, actions and "body language" to identify a specific emotion or state of being in another person. Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

7. Repeat STEP 6, the partners switch roles. Lead brief group reflection at end.

- *Now, "B's" will be the actors and the "A's" will be the guessers.*
- *What was the feeling? How do you know? "B's", were they right?*

If desired, repeat the "Guess what I'm feeling game" with new feelings.

Criteria-based teacher checklist, peer assessment: Uses evidence of facial expressions, gestures, actions and "body language" to identify a specific emotion or state of being in another person. Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.

ADVANCED EXTENSION, working with EMPATHY.

This step might be a little sophisticated for K-2, whether it's used or not is at the teacher's discretion.

REPEAT THE SEQUENCE in Step 6 with the following variation: the partner receiving the paper must react to the feelings that he/she is discerning from his/her partner and act accordingly. For example, if "A" hands off the paper in a SAD manner, "B" might try to cheer him/her up...or give him/her a reassuring "pat on the back" or hug. The challenge is for the students to allow their natural empathetic response to "tell them" what action is appropriate and respond.

PARTIAL LIST OF EMOTIONS & STATES OF BEING

An emotion is a strong agitation of feeling actuated/caused by an experience.

A state of being can be defined as an array of feelings centered around a motivating force.

EMOTIONS (w/synonyms)

HAPPY

- Joyful/joyous
- Elated
- Cheerful
- Delighted
- Upbeat
- Thrilled
- Glad

SAD

- Depressed
- Heartbroken
- Dismal
- Melancholy
- Sorrowful
- Mournful
- Low

ANGRY

- Mad
- Furious
- Incensed
- Enraged
- Wrathful
- Livid
- Fuming

AFRAID

- Frightened
- Terrified
- Scared
- Horror-filled
- Petrified
- Terror-stricken
- Trembling

LOVE

HATE

STATES OF BEING

EXCITED

DISAPPOINTED

BORED/APATHETIC

HUNGRY/THIRSTY

SLEEPY

EXHAUSTED

CALM

NERVOUS

SURPRISED

FRUSTRATED

SHY/BASHFUL

COLD/HOT

JEALOUS

ENVIIOUS

ASHAMED

FOCUSED/UNFOCUSED

CONFUSED

HOPEFUL/HOPELESS

CAREFREE

RELAXED

UPTIGHT

BRAVE/COWARDLY

PROUD

EMBARRASSED

CURIOUS

SILLY

ARTS IMPACT LESSON PLAN Theater and Social Emotional Learning Infused Lesson

How Emotions Affect What We Do

CLASS ASSESSMENT WORKSHEET

Disciplines	Theater	Theater/SEL	Theater/SEL	21 st Century Skill	Total
Concept	Statues	Mirroring	Action/Behavior	Communication	4
Criteria	Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being.	Mirrors the facial expressions and gestures of a partner.	Uses evidence of facial expressions, gestures, actions and "body language" to identify a specific emotion or state of being in another person.	Actively listens and watches; expresses ideas – visually/physically/verbally responds to another person.	
Student Name					
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26.					
27.					
28.					
29.					
30.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and social emotional learning?

Teacher: _____ Date: _____

ARTS AND SOCIAL EMOTIONAL LEARNING INFUSED LESSON: *How Emotions Affect What We Do*

Dear Family:

Today your child participated in an **Arts and Social Emotional Learning** Infused lesson. We talked about how our emotions effect our behavior.

- We discovered that how we feel can be communicated to others through our facial expressions, gestures, and body language.
- We created statues of different feelings and moved around the room expressing those feelings with our bodies.
- We mirrored the facial expressions and gestures of a partner as he/she expressed a feeling.
- We played "Guess What I'm Feeling" and tried to guess what our partner was feeling by the way they used their facial expressions and body language.

At home, you could play the "Guess What I'm Feeling" game.

Enduring Understanding

How we are feeling is expressed through facial expressions, gestures, and body language.