

EMOTIONS

Talk about emotions: Discuss emotions and feelings. Split the group members into 2 teams and challenge them to write down as many different emotions as they can. Discuss how we show our emotions, e.g. facial expressions, crying, laughing, crossing arms, slumping shoulders etc.

Guess the expression: Hold a picture up that depicts a facial expression and get the group members to guess how he is feeling / discuss and copy his expression. Students encouraged to take turns to guess.

Scenarios: Think of a variety of scenarios relevant to students, e.g. messy room, being told off, party, winning football match etc. Group members take it in turns to tell the group how they would be feeling in that situation.

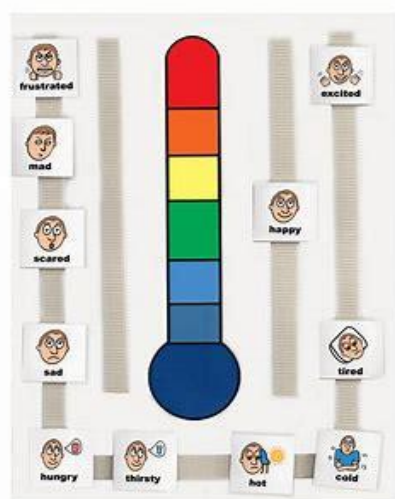
Pass the expression: A group member makes a facial expression and this is passed around the circle with each student copying the expression in turn. Continue with variety of expressions until everyone has had a turn.

A time I felt...: Pick an emotion picture out of a bag. Group members take turns to discuss a personal experience that made them feel that emotion.

The Name game: Write your first and last names vertically on a piece of paper and using the letters of the name write different words that express positive emotions e.g. Jane Doe - Joyful, Assertive, Nice, Energetic, Delightful, Optimistic, Exciting.

Emotions thermometer: Make a thermometer picture and a set of emotions cards (see example below). Tell a story and ask the students to decide how they would feel and where on the emotional thermometer they would be as the story progresses.

E.g.



How do you rate? The group is seated in a circle and instructed that each member must rate how they are feeling at the time on a scale on one to ten. A rating of one denotes feeling low and ten denotes feeling very good. Each member takes a turn giving their self-rating and disclosing a reason for this. All the ratings may be added up and divided by the number of group members to give an average group rating of feelings. These group ratings may be compared during various sessions.

Where do we stand? A selection of large pictures should be prepared, e.g. pictures of famous people, different types of food, places to visit, types of transport, etc. One picture is placed in the centre of the room. A member of the group is asked to position themselves in the room and adopt a posture and facial expression that demonstrates how they feel about that picture, i.e. stand far away from a picture of jelly with a look of disgust (indicating this person dislikes jelly).

The remaining group members should then describe what the position, body language and facial expression discloses about that person's feelings.

Body Language

Talk about body language: Discuss what body language means, e.g. how we use our bodies to show other people how we are feeling. Discuss and demonstrate positive/negative body language e.g. slouching, head forward, looking, sat up straight etc.

Give us a Clue: Group members take it in turns to act out an emotion using facial expression and body language. The rest of group guess the emotion and say what the clues in the body language were.

Our Body: Put a big piece of paper on the floor. One group member is selected to lie on the paper and the rest of the group draw round their outline. Discuss as a group which parts of our body we use to communicate and what we do with them, e.g. hands for pointing, waving, arms for hugging, crossing arms etc.

Charades: Each student thinks of a book/film/TV programme and acts it out using their whole body, without talking.

Another Pair of Hands: The group is divided into pairs and seated in a semi-circle. The first pair stands before the group, one in front of the other. The person standing in front is instructed to hold his hand behind his back and talk on any topic for 30 seconds. At the same time his partner will place his arms around him and will provide appropriate gestures for what is being said. When each pair has had a turn, the group reforms to discuss the use of gesture. To simplify statements could be used e.g. I am yawning, I am cold.

In The Manner of the Word: A student leaves the room. The rest of the group sits in a circle and decides on an adverb e.g. unhappily, slowly. The student is invited back into the room and asks individual group members to perform various actions 'in the manner of the word', e.g. 'Jack, brush your teeth in the manner of the word' and Jack brushes his teeth unhappily or slowly. The student has to decide what the adverb is.

Who feels the same? Two sets of emotions vocabulary cards copied. The pairs of cards are then shuffled and each group member is given one card. The participants move around the room miming the emotion on their card. The aim of the exercise is for each group member to

find the other person who is miming the same emotion. When everyone has found their partner, the group discusses non-verbal ways of expressing emotions.

Who started it? One group member is asked to leave the room while the rest of the group is instructed to choose a leader. The leader will be required to start an action e.g. clapping, foot stamping, which the rest of the group will copy. The leader must change the action periodically and the rest of the group should follow suit. The person outside the room will be asked to return and guess which person is the leader initiating the actions.