



1 Warm Up



10'

Week 1 Session 2 – Speed Graffiti

Objectives

To come up with a large number of different emotions in a competitive and physical way.

Cognitive process

Cognitive flexibility, because learners have to think of different emotions and adapt quickly if their choice has been picked by someone else.

instructions

- 1. Let's warm-up with a little activity that will get us moving as well as thinking. It's a bit like a relay race. First, let's form teams.** Put learners into groups of about 5–7, forming up to five teams to be standing one in front of the other facing a flipchart paper on the wall behind the line which should be about 4 metres away from the paper. **In teams, you will have to come up with as many words as you can that represent emotions, how you can feel. What words can you think of now?** Take two or three suggestions. **The person at the front in each group will have a marker pen and will have to run to the paper on the wall and write one word or expression quickly and run back. They pass the marker pen to the next person and this person runs and writes something new, and the game carries on like this until the time runs out. I will time two minutes**
- Encourage learners to try to have several answers prepared before it is their turn and to try to see what has been written previously, as they cannot repeat what has been written by someone else in their group already. **Remember, we want to see as many ideas written by each group as possible, but you can't repeat what somebody else in your group has written, and also we are looking for good ideas that we can use later. If you write 'big' or 'dry', these words won't count, because that's not how you feel, they're not emotions.** Answer any questions pupils might have.
- 3. Okay, is everyone ready? On your marks, ready, steady, go!** Time 4 minutes, giving a 30-second warning and counting down the last 10 seconds.
- Ask each group to count up how many ideas about emotions they have come up with. Congratulate the team with the most ideas but also those who have come up with really interesting words.

variants

- If you could not find suitable space facing a long wall, the flipcharts could be laid on the ground.

scaffolding ideas

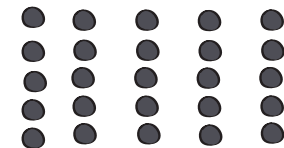
- You could encourage pupils to draw emojis (emoticons) to represent emotions if they find writing words too challenging.

materials

- At least four or five sheets of flipchart paper, to be temporarily fixed to a wall.
- Marker pens in three different colours, two for each group (the spare ones to be placed underneath the flipcharts in case the other runs out).
- Masking tape to mark out a fixed line on the floor which will be the start and finish line.

set up

Large open space (eg hall), mark out a start/finish line masking tape, place flipchart paper on the wall and get learners into around five rows behind the line and facing the flipchart sheets on the wall.



tips



40'

2 Main activity

Week 1 Session 2 – Picture an Emotion

Objectives

To create a photograph representing a particular emotion.

Cognitive process

Cognitive flexibility, because learners have to think outside the box and think of connections between emotions and different visual elements.

Curriculum links

Health and well-being: mental, emotional and social well-being. Art and design: using visual elements to convey ideas, thoughts and feelings, responding to a design brief.

instructions

1. Now we have a great list of emotions to work with. In this activity, we will look at some of the emotions in more detail, think about what they really mean and how you can picture them. First, I want you to form small groups of three or four.
2. In your groups, you have a design brief to compose an image that portrays an emotion. You'll get a chance to try at least two emotions. There will be one or two people posing, you will have to include the word to make it clear what you're portraying, and you'll have to think about how the way the whole image looks really expresses the emotion. You'll have a tablet to take the image.
3. Now, each group should pick two emotions you'd like to use. They can be words that we came up with in the previous activity or something else you can think of, try to use really interesting and expressive words. Give them a minute or two to agree. In the meantime, place all the materials somewhere for each group to access later.
4. Have you chosen two emotions? Good. For each emotion, you'll have to agree on four things. One – decide on who from your group is going to pose; it can be one person or more. Two – decide on the pose to represent the emotion. Three – choose props if you think that might make your pose more interesting. Fourth and final thing – you have to decide how to incorporate the word into the picture; for example, it could be held by one person in the picture or you could write the individual letters or the word out in an interesting way, maybe by using colours that might represent the emotion.
5. In your group, do one emotion at a time. Can we remember what we have to do? Decide on an emotion: who poses, how they pose, the word and what it looks like. Write these simplified instructions on the whiteboard if you can. In making your work you can practice and try ideas out. Once you have made your decisions, find a space where you can take the picture, start designing and trying out what it looks like. Remember that the final outcome is a photograph taken by the tablet's camera – so you should keep checking regularly what your photo would look like on the screen. Again, you can experiment with how you take the picture – you could try different angles or different distances for example.
6. You'll have 15 minutes for each picture to be ready. If you finish earlier, just come to me and show me the picture that you've made. (continued on next page)

materials

- Pieces of paper/card in different colours.
- Marker, felt-tip, glitter and other pens in different colours.
- Scissors.
- Face paint, if you want pupils to be able to draw on their faces too.
- Digital tablets, one per group of 3–4 pupils.

set up

Large open space (eg hall) with enough space for each group of 3–4 to take a picture against a wall or similar.



tips



40'

2 Main activity

Week 1 Session 2 – Picture Story

instructions

7. (continued) Give each group a tablet. Time 15 minutes for the first picture, keeping an eye on all groups to progress from talking to designing the text and rehearsing in the chosen space with enough time left. Walk around and offer support if needed. Give a 5-minute warning.
8. Time 15 minutes for the second picture, with a 5-minute warning.
9. **Great, everybody make sure you've got at least two different pictures that you like. Would any group like to share one of their pictures with us?** Give one or two the chance to briefly present one of their pictures. Show it on the tablet screen to the rest of the class and ask members of the group to comment on their choices.

scaffolding ideas

- After the group has finished their first picture, ask to have a look. If you think they did not understand the task or what the emotion means or if it feels like they did not really work hard enough, encourage them with follow-up questions and ask them how they might improve their work.
- If some groups are finished with both pictures early, encourage them to try one more emotion.
- After the session, print all pictures and bring them with you the next time for everyone to look at.

tips



3 Reflection



10'

Week 1 Session 2 – Emotional Questions in Pairs

Objectives

To reflect on the previous activity while acting out an emotion not matching what they talk about.

Cognitive process

Inhibitory control, because in the second task learners need to resist acting naturally about things they enjoyed and must focus on acting out opposite emotions. Emotional intelligence, because learners need to experiment with and reflect on emotions, how they are displayed and the importance of paying attention to non-verbal communication to understand other people's emotions.

instructions

1. Now let's get into pairs working with someone who wasn't in your group. With your partner share two things. Firstly, think about the last activity and share with your partner something that you did that you're proud of or pleased about – it might be about an idea you came up with, how you involved everyone or something you produced. You only have a couple of minutes so start thinking. Give a 30 second warning.
2. Okay, let's come into a circle and continue. So when we are proud or pleased with ourselves, how might we look, hold our bodies, what might our facial expressions be like? Have a try. Ask some of the learners to share their poses.
3. So now we are going to try an experiment. So think again about what you were proud of or pleased about from the work in your groups. But your body pose and facial expressions should represent the opposite. What would the opposite be? a couple of minutes.
4. So now, in our pairs, we are all going to talk in quite quiet voices sharing what we were proud of or pleased about but our bodies and facial expressions are going to represent the opposite. Is that clear? Any questions? You have a couple of minutes.
5. When they are finished ask the following questions. How difficult was that? How important is it to notice what people's bodies and faces are saying and not just their words? How might this be important in working with other people?

materials

→ None.

set up

Large open space (eg hall) for pairs and then a large group circle.



tips