

Unit Plan:

Understanding Feelings and Emotions

Objectives/Goals of Unit

To use practical and dramatic activities that will encourage students to develop a clearer understanding of different feelings and emotions, as well as awareness of what experiences can generate certain feelings and emotions.

- ❖ To implement 3 Lesson Plans that will link together and include dramatic activities as well as literacy development and work generated by students.
- ❖ To help students identify differences between sensory feeling and emotional feelings.
- ❖ To use Image Theatre and Forum Theatre to help students explore and identify causes and effects of why we feel certain ways. In early developmental stages, some students may be experiencing feelings and emotions that they can not name or recognize in themselves or in each other. It is my hope that this three lesson unit will not only help students to begin to identify different feelings and emotions but that it will also allow them to begin exploring ways to cope with situations that may produce negative and/or positive feelings and emotions.

Assessment Attached to End of Unit

- ❖ Analysis of goals and objectives met
- ❖ Performance Rubric
- ❖ Photos/Visuals
- ❖ Student Work

Theatre Standards

Standard 1

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 4

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Enza Giannone-Hosig
The Earth School—Grade 1/2

Lesson 1, Day 1 (30 min.):

Goals/Objectives

- Students will be introduced to different ways we feel by using the sense of touch to explore what certain objects feel like.
- Students will use descriptive words to identify sensory feelings.

Audience/Developmental Considerations

- 26 Students ranging from six years old to eight years old in a 1/2 Classroom.
 - 14 1st Graders
 - 12 2nd Graders
 - 13 Boys
 - 13 Girls
- Diverse population. Ranges of ethnicities and religious backgrounds. Family incomes range from low income to very high.
- Lower eastside of NYC
- 3 Selective Mutes
 - 1 Second grade boy, 1 second grade girl and 1 first grade girl.
 - All can speak but choose not to
 - The boy will occasionally whisper in the ears of the teacher, the student teacher and other aids.
 - The second grade girl will talk to certain classmates and will occasionally whisper to the teacher but not to the student teacher.
 - The first grade girl has spoken to a couple of the other children—same children each time.
- 1 First grade boy is sent to the nurse once a day for medication (ADD or ADHD?)

Previous Knowledge

- Imagination exercises such as transformations with a scarf and guided visualizations
- Image Theatre—creating images and articulation of what they saw in the image and how it made them feel.
- Sound and Movement story drama.
- Creative Drama (movement and role play)
- 33% of the students read and write very little—the majority of this percentage includes the first graders. The rest of the students can read are able to write some words and sentences. About 5% of the students are attempting to read chapter books.
- Students have in previous years discussed 5 senses.

Organization

- Benches in meeting area are moved aside so that students may sit in circle on the rug.

Materials

- Post-It Poster paper or Chart paper
- Opaque Bag
 - Fuzzy Fabric
 - Pen
 - Pencil
 - Crayon
 - Piece of wood
 - Piece of Paper
 - Soft Tissue Paper, Etc.
 - (Anything that can be easily guessed/described by touching and feeling)

Procedures

Step 1 *Introduction* (5 min.)

1. Move benches and make room on the rug for the students to sit in a circle.
2. Ask students to come sit in a circle on the rug.
3. Discuss behavior expectations. (Go over meeting rules?) Rules of meeting rug apply to whenever we are on the rug. If they are finding it difficult to stay on the rug, they may step out and have a seat at their table or in another classroom.

Step 2 *Main Activity* (20 min.)

1. Explain to the students that you have two magic pouches. In each pouch there are different objects that they will be using their hands to touch, feel and explore. They will be using descriptive words to tell everyone what they are feeling with their hands.
 - What are some examples of descriptive words? Soft? Rough?
2. Pass around one opaque pouch filled with different objects around one way of the circle starting with whoever is sitting on your right and then the other way starting with whoever is on your left. This will hopefully keep the students engaged even if they are not speaking. (*items in bag listed above in Materials section*)
3. Begin with either the person on your left or right and ask him/her to give one descriptive word that describes one thing they feel in the pouch. Remind students to speak one at a time.
 - Explain that there is no right or wrong answer because we all feel things differently.
 - Make a list on chart paper of all the descriptive words the students come up with.
4. After each student has been able to give at least one descriptive word, collect the bags.
5. Ask the students to put their fingers on their noses if they think they know what the objects in the pouches are. Take two or three guesses, and then begin to take the objects out of the bag and pass them around the circle so that the students can see what the objects are.

Step 3 Closure (5 min.)

1. Begin a short discussion about senses.
 - Which sense did they use in this activity?
 - In what other parts of our bodies do we feel things and how?
 - a). When we eat: mouths, stomachs.
 - b). When we get hit or fall down: pain.
 - c). When it's hot or cold outside: our skin.

Modifications

In the Activity:

1. When going around the circle for descriptive words if the students who do not speak want to whisper words in my ear they may. Or they may be given the option to whisper in another student's ear and that student may give me the word.

Behaviorally:

1. Some students may have to leave the circle and sit at their table seats. In extreme situations they may be asked to leave the classroom and go sit in another classroom.
2. Repetition of meeting rules. The rules concern such things as listening with whole bodies and sitting cross-legged on the floor. This may change from class to class and teacher to teacher.

Assessment

*See attached Assessment at the end of this Unit Plan for answers to following questions:

1. Did student participate by using a descriptive word to verbalize what he/she was feeling in the bag? (See list of Descriptive words to see if there is a word for each student--26 words)
2. Were students able to guess which sense we were using to feel the objects?
3. Were students able to identify other parts of the body that can be used to feel things with the sense of touch?
4. Did student look in the bag first?
5. Did they cooperate by waiting their turn?

Lesson 2, Day 2 (30 min.):

Goals/Objectives

- Students will continue to explore the different ways we feel.
- Students will be able to identify the difference between sensory feelings and emotional feelings.
- Students will be able to name at least six different feelings/emotion words.
- Students will create frozen images using facial expression and body language to illustrate a particular emotion
- Students will be able to guess what emotion their classmate chose to illustrate.

Audience/Developmental Considerations

- Same as in **Lesson 1, Day 1**. See above.

Previous Knowledge

- Same as in **Lesson 1, Day 1** listed above.

Including:

- Students will have used their sense of touch to describe what different objects feel like.

Organization

- Large (narrow/long) empty classroom on the third floor of the building
- Room is empty except for a table and three chairs which will be pushed to the side of the room.
- Dry erase board is at the front of the room

Materials

- Book *Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis
- Descriptive word list from first lesson
- Collage materials

Procedure

Step 1 *Introduction* (10 min.)

1. Meet students outside of the classroom and ask them to get into a single line. Ask one partner to get in back of the other to form the line.
2. Review the descriptive words from **Lesson 1, Day 1** and also review sense of touch and that specific way of feeling.
3. Explain to students that you are going to read them a book that talks about a different way of feeling.
4. Read *Today I Feel Silly: and Other Moods that Make My Day*.
 - What are some feelings that the little girl in the book told us she was having?
 - What or who made her feel that way?
 - List all different feelings and causes on a piece of poster paper.

Note guide the students and translate situations into feelings if they can't think of what the feeling is.

Step 2 *Main Activity* (15 min.)

1. Look back through the read aloud book and choose different pictures for the students to examine and answer the following questions:
 - How do they know that the person in the picture is feeling that way?
 - What clues are we given? Facial expression, Body language?
 - What sounds do you think you would hear if this picture came to life?
2. Review the list of emotions.
3. Explain we are going to play a game.

4. Go around the circle and ask students, (three at a time might help to keep the circle in tact) to stand up but to stay in the circle.
5. In this game we are each going to go around the circle and make a facial expression, use sounds and our bodies, like in the character in the book and the people in the pictures, which are going to express a feeling or emotion. We can pick whatever we want and it is ok if one feeling is used more than once. Sometimes we all feel the same and sometimes we all feel different. Remember the little girl said that it was ok to feel however she was feeling. We are not going to use words. After each student goes we're going to try to guess, together, what the feeling is.
 - How can we tell? What are the clues?

Step 3 Closure (5 min.)

1. Ask the students to sit down so we can talk about everything we did today.
2. Thank the students for sharing their feelings and ideas.
 - Do you think it's ok to tell someone they can't feel a certain way?
 - Is it ok to feel so many different ways like the girl in the book?
 - Review the differences between touch feeling and emotional feeling.

Modifications

In the Activity:

1. When listing feeling words, if the students who do not speak would rather whisper words in my ear they may. Or they may be given the option to whisper in another student's ear and that student may give me the word.

Behaviorally:

1. Repetition of meeting rules before and during read aloud. Some students may have to leave the circle and sit at their table seats. In extreme situations they may be asked to leave the classroom and go sit in another classroom.
2. Because behavior may be an issue in this particular group, especially when concerning over-stimulating practical and dramatic activities, I am thinking about setting up chairs in the back of the room that will represent the same "take a break" areas as the table seating in their own classroom. We are in a different setting and they do not have their tables. Also because we are on the 3rd floor of the building they cannot to have a take a break in another classroom. These chairs will be where a student will sit if they are having difficulties with the activity. Although I try to avoid keeping any students out of the activities, it is sometimes necessary. I will be conscious of bringing students back into the group when appropriate.

Assessment

*See attached at the end of this Unit Plan Performance and Participation rubric that assesses the main activity of this lesson.

*See attached Assessment at the end of this Unit Plan for answers to following questions:

1. Were the students able to name at least 6 emotions from the Read Aloud book?
2. Were the students able to identify the difference between sensory feeling and emotional feeling?

Lesson 3, Day 3 (30 min.):

Goals/Objectives

- Students will continue to explore the different ways we feel.
- Students will be given opportunities to explore why we feel certain emotions.
- Using techniques of Augusto Boal's *Theatre of the Oppressed (Image Theatre and Forum Theatre; see Resources)*, students will be given opportunities to explore different ways to resolve certain situations that may cause conflict and/or uncomfortable emotional reactions.
- Students will use their imaginations to create life-size sculptures with their bodies that will represent how they would react to a given situation.
- Students will draw pictures to illustrate writings about a situation that made them feel a certain way.

Audience/Developmental Considerations

- Same as in **Lessons 1 and 2, Days 1 and 2**. See above.

Previous Knowledge

- Same as in **Lessons 1 and 2, Days 1 and 2** listed above.

Including:

- Students will have read with teacher the book *Today I Feel Silly: and Other Moods that Make My Day*, and identified different ways of emotionally feeling.
- Students will have been given the opportunity to explore feeling and emotions using their bodies to create images.
- Students will have identified clues that help us figure out how we can tell that someone is feeling a certain way.

Organization

- Large (narrow/long) empty classroom on the third floor of the building
- Room is empty except for a table and three chairs which will be pushed to the side of the room.
- Dry erase board is at the front of the room

Materials

- Descriptive word list from first lesson
- Feelings list from second lesson.

Procedure

Step 1 *Introduction* (5 min.)

1. Review the list of emotions by doing a mirror exercise.
2. Very briefly talk about the function of mirrors.

- Teacher stands in the front of the room and goes down list of emotions. She will use facial expressions and body movements to represent feelings words on the list.
- Students will stand facing the teacher and imitate exactly what the teacher is doing.
- Prompt students to name the emotions and feelings that they are mirroring.

Step 2 *Main Activity* (20 min)

1. Students will be asked to sit in a semi-circle on the floor.
2. Students will be reminded of the lesson we did when they created frozen images/pictures with their bodies. They created the images after they were given certain situations. We will now be doing something very similar.
3. This time the students will make pretend they are the sculptors and the sculpted. Briefly talk about what the job of a sculptor is.
4. Students will be asked in groups of four or five to stand in the middle of the semi-circle, facing the 'audience.'
5. Each group will be given a situation and they will have to create a life size sculpture of what they think that situation might look like. (Situations are at the end of unit plan.) Assign parts to students if need be.
6. If they are having trouble creating a life size sculpture image then other students may raise their hands and choose to sculpt or position people where they think they should go.
NOTE: Explain to students that they don't need to touch each other but that they can use words or signals to tell the 'statues' where to stand or how to move. Teacher modeling for them will mostly likely be beneficial.
7. Once image is created, audience members may raise their hands and tell us what they see.
 - What is happening?
 - What do they think each person feeling? Clues?
 - Is anything happening with the group that they think should be resolved?
8. If anyone thinks they have a solution to a conflict in one of the pictures, they can Re-sculpt or reposition a certain member of the group or they can tap someone and take his/her place to show how they would resolve the conflict and help to make everyone feel positive about the situation.
NOTE: The students may also use words to suggest solutions.
9. This can be done a few times depending on time.

Step 3 *Closure* (5 min.)

1. Discussion questions:
 - Do you think other people's actions affect how someone is feeling? Can you give an example?
 - What did you notice about the situations where someone's feelings were being hurt?
 - What should we do if we see that someone is feeling uncomfortable because of the way we are treating them?

Modifications

In the Activity:

1. May have to sculpt the first couple of situations for the children to model.

Assessment

*See examples of student work attached at the end of this Unit plan.

*See attached Assessment at the end of this Unit Plan for answers to following questions:

1. Were students able to grasp the concepts of Augusto Boal's *Theatre of the Oppressed (Image Theatre and Forum Theatre; see Resources)* in a very basic way?
2. Were students able to explore different ways to resolve certain uncomfortable emotional situations?
3. Were students able to use their imaginations to create life-size sculptures with their bodies and respond to given situations?

Resources

Boal, Augusto Games for Actors and Non-Actors. Routledge, 1992

Curtis, Jamie Lee Today I Feel Silly: and Other Moods that Make My Day

Possible Themes/Situations for Image Theatre AND Forum Theatre: Life-size Sculptures/Statue Activity

1. **You and you're team have just won a very important game.**
2. **Everyone is playing a game at recess, but some people are being left out and told not to play.**
3. **You just found out the blizzard outside has caused school to be closed and that you will be playing in the snow all day instead.**
4. **Everyone in class is making fun of one other person in the class**
5. **There are two people. One of them decides to start poking the other person for fun, but the person being poked doesn't want to play that game.**
6. **People at your table aren't sharing art supplies.**

7. A teacher just gave you directions for an assignment but you didn't understand what was said.

8. You're pet is not feeling well.

Assessment Questions

Lesson 1

Did student participate by using a descriptive word to verbalize what he/she was feeling in the bag? Only 23 of the 26 kids were in class. All 23 were able to give a descriptive word after touching something in the bag. However not all were able to provide original words. I didn't push this issue as I was more concerned that they were able to explore the sense of touch and not verbal skills.

Were students able to guess which sense we were using to feel the objects? More than one student raised there hand to answer this question. I called on Samantha and she provided the right answer and also the other senses. We then had a small discussion about the sense of touch.

Were students able to identify other parts of the body that can be used to feel things with the sense of touch? Students were able to identify other parts such as: your feet, stomach, "tip of nose when you rub it on your pillow" (Rashawn)

Did student look in the bag first? Some students couldn't resist (Nigel, Rashawn, Nawang and Brandon) but majority did not look in bag until activity was over and we all looked at objects together.

Did they cooperate by waiting their turn? Everyone waited their turn. It really helped that I passed two bags around the circle and went back and forth, from student to student, to ask what they were feeling

Lesson 2

Were the students able to name at least 6 emotions from the Read Aloud book? Students were able to name 10 emotions from book. (We added more at the start of Lesson 3)

Were the students able to identify the difference between sensory feeling and emotional feeling? Not all students knew what the difference was at first but then Keno said its how we feel in our hearts and that began a discussion wherein at the end everyone knew the difference.

Lesson 3

Were students able to grasp the concepts of Augusto Boal's Theatre of the Oppressed (Image Theatre and Forum Theatre; see Resources) in a very basic way? Students had difficulty understanding the concept of sculpting so after the first scenario I called it a frozen picture. Students were able to make pictures but had a difficult time taking the scenarios seriously. Also since I set them up as stage and audience, many students took it as a chance to be silly in front of their classmates. (Kobe stuck his hands down his pants, Brandon was laughing the entire time, and even Keno couldn't curb his silliness)

Were students able to explore different ways to resolve certain uncomfortable emotional situations? Most students were able to give suggestions on how to change a picture to make the situation more positive; however the students who could not take the activity seriously were making it difficult for everyone to concentrate. Nigel, Theo, Brandon, Nawang and Johnny all had to be asked to leave. The activity needed more structure, or perhaps the students should have been broken up into two groups.

Were students able to use their imaginations to create life-size sculptures with their bodies and respond to given situations? I asked for volunteers and they were able to create pictures illustrating the situation that I whispered to them in a huddle. (Emma, Pilar, Adrianna, Sophia, Lauren, Rashawn, Nawang, Jenisah, Soledad)



Performance and Participation Rubric
Unit Plan: Exploring Feelings and Emotions, Lesson 2, Day 2
Dramatic Activity: Image Theatre, Guess the Emotion Frozen Pictures

Name of Student:

Desi

Unit: Exploring Feelings and Emotions Lesson 2

	Always	Sometimes	Never
1. Student was able to follow directions of activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student participated in activity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Student was able to choose an emotion and illustrate the emotion without guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Student used facial expressions to illustrate emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Student used body to illustrate emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. As an audience member student participated by attempting to guess performers' emotion or mood	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Although Desi asked if it would be ok if he didn't have to join one of the groups that was creating frozen pictures of a chosen emotion ~~and~~ to perform for the group in the audience, he did follow the directions of the rest of the lesson and remained an active member, by volunteering many guesses (of ~~possible~~ emotions + moods) of the audience

Performance and Participation Rubric
 Unit Plan: Exploring Feelings and Emotions, Lesson 2, Day 2
 Dramatic Activity: Image Theatre, Guess the Emotion Frozen Pictures

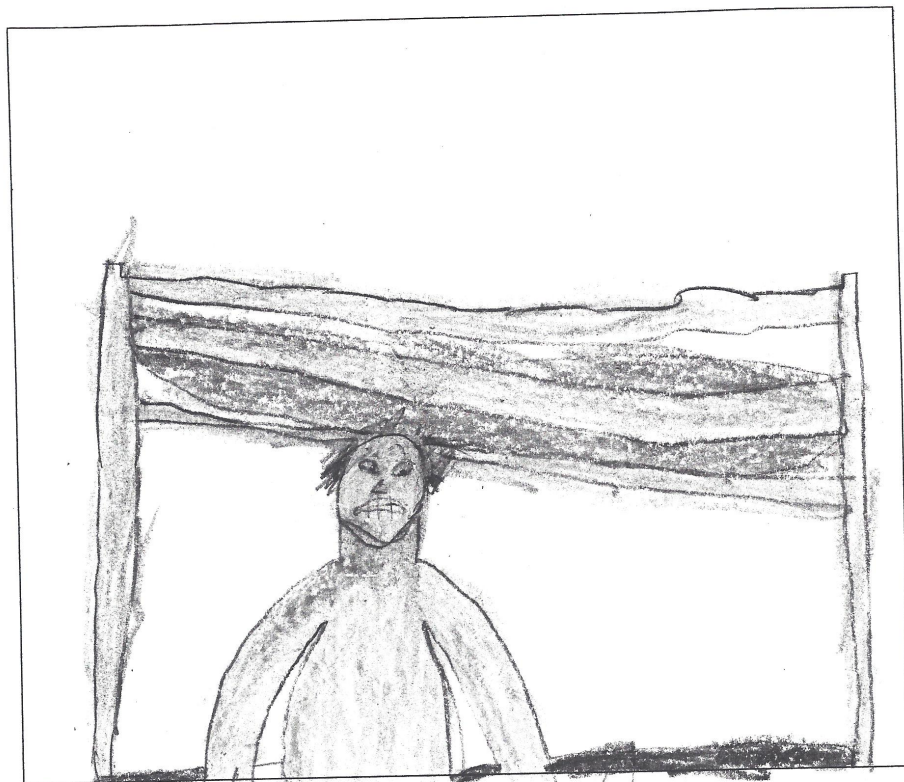
Name of Student:

Jessica

Unit: Exploring Feeling & Emotions Lesson 2

	Always	Sometimes	Never
1. Student was able to follow directions of activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student participated in activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student was able to choose an emotion and illustrate the emotion without guidance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student used facial expressions to illustrate emotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Student used body to illustrate emotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. As an audience member student participated by attempting to guess performers' emotion or mood	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Additional Comments:
 Jessica is a quiet girl and mild-mannered. When asked questions she often answers in an inaudible whisper-indicating her shy demeanor. Yet when everyone was trying to come up with a word to describe (including myself) another student's emotion image Jessica was the one to exclaim "peaceful" which described what we saw ~~very~~ excellently. It was as if a light bulb had ~~been~~ turned on. [Howard Garner multiple intelligence - Jessica comes alive in drama]



I felt angry when my
brother wanted me to go
up to my bed.