

# EXPLORING EMOTIONS

Get ready to explore a range of emotions using these fun, engaging arts activities!



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# MOOD MUSIC



**Materials Needed:** speakers, instrumental music of varying styles and tempos

In theatrical productions, music is often used to help create the show's environment and convey the characters' feelings. In short, it sets the mood of each scene! Use this activity to explore the ways in which music affects the mood in your learning space, and how it can aid in physical character exploration!

1. Tell your students that you're going to be exploring different emotions.
2. Play different types of instrumental music for your students and ask them how the music makes them feel, scribing the words they say in a virtual notepad or a large piece of chart paper for all to see. **Note:** *As you write each word, ask your students to show that emotion on their face.*
3. Using those same words, ask your students to continue to explore the words you've written by physicalizing each word (e.g., sad = slumping downward, happy = stretching upward, etc.) through a gesture. Once they've done their physical gesture a few times, ask them to add a facial expression, explored earlier, to help convey each emotion.
4. Next, have your students explore the verbal sounds that might accompany the emotions they've explored. When they've explored all of the emotions through sound, have them add their facial expression and physical gesture. Ask your students questions like: *How does the music make you feel? What do you notice about the ways others around you are moving? How does the music affect the tempo (how fast or slow) at which you're moving?*
5. Now that you and your students have explored each of these emotions as humans, it's time to become animals!
6. Ask students to think of different woodland creatures such as deer, foxes and raccoons and have them choose one that they'd like to explore individually.
7. Then, repeat **Steps 1 through 4** as their chosen animal! **Note:** *Do this first without music to allow your students to discover their animal physicality and emotions and then add music to see how the music affects the way they feel and move!*
8. Finally, call out an emotion and have your students morph from human to the animal they've chosen, giving them 10 seconds to do so. Remind them to use their face, body and sound to convey the emotion, both as themselves and their chosen animal. Ask for volunteers to show their human-to-animal movement piece to the rest of the group!

## REFLECTION QUESTIONS

*What was it like to explore emotions using facial expressions with and without gestures?*

*Which mode of expressing emotions did you like the most? Why?*

*How did the music affect how you were feeling and moving?*

*How did it feel to explore the physicality, sounds and emotions of an animal?*

*What was different about moving as a human versus an animal?*



# SHARING OUR FEELINGS



**Materials Needed:** chart paper, markers



Use this activity to discover and express a range of emotions!

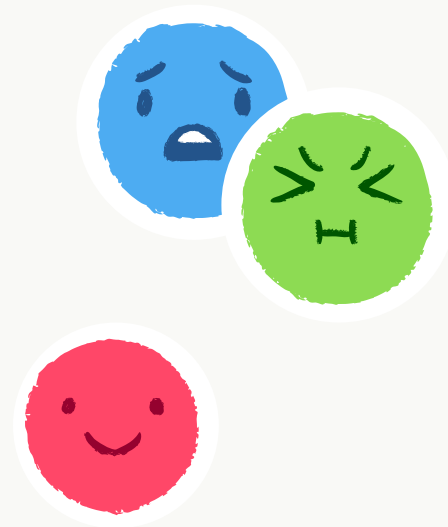
- To begin, have students come to a seated circle. Or, if facilitating this activity via virtual meeting forum, through roll call. Then, tell them that you're going to be exploring different emotions. With your students offering suggestions, create a written or visual list of emotions. **Note:** Refer to this list during the activity.
- Next, introduce an emotion to the group using only your face and ask students: *What emotion(s) do you see?*
- Then, tell students that they are going to take the emotion that you share with them and pass that emotion around using only facial expressions. Tell students to carefully examine the expression of the person sharing their emotion with them, decide what the emotion is, create the same facial expression and pass it along to the next student. **Note:** Students should always pass the same emotion that was passed to them.
- Have students pass emotions slowly to each other in alphabetical order. After a few revolutions, changing the emotions with each round, have students speed up, travelling clockwise, counterclockwise, etc.
- Next, depending on your group, give students opportunities to change the direction in which the emotions are being passed. For instance, they can pass back the emotion to the person they received the emotion from by saying their name, in order to reverse the direction.
- To add a final layer, have students choose one direction, but encourage them to change the emotion at any time, as it travels around the group.
- Finally, have a conversation about the emotions you explored during this activity!

## REFLECTION QUESTIONS

*What did it feel like to convey different emotions using only your face?*

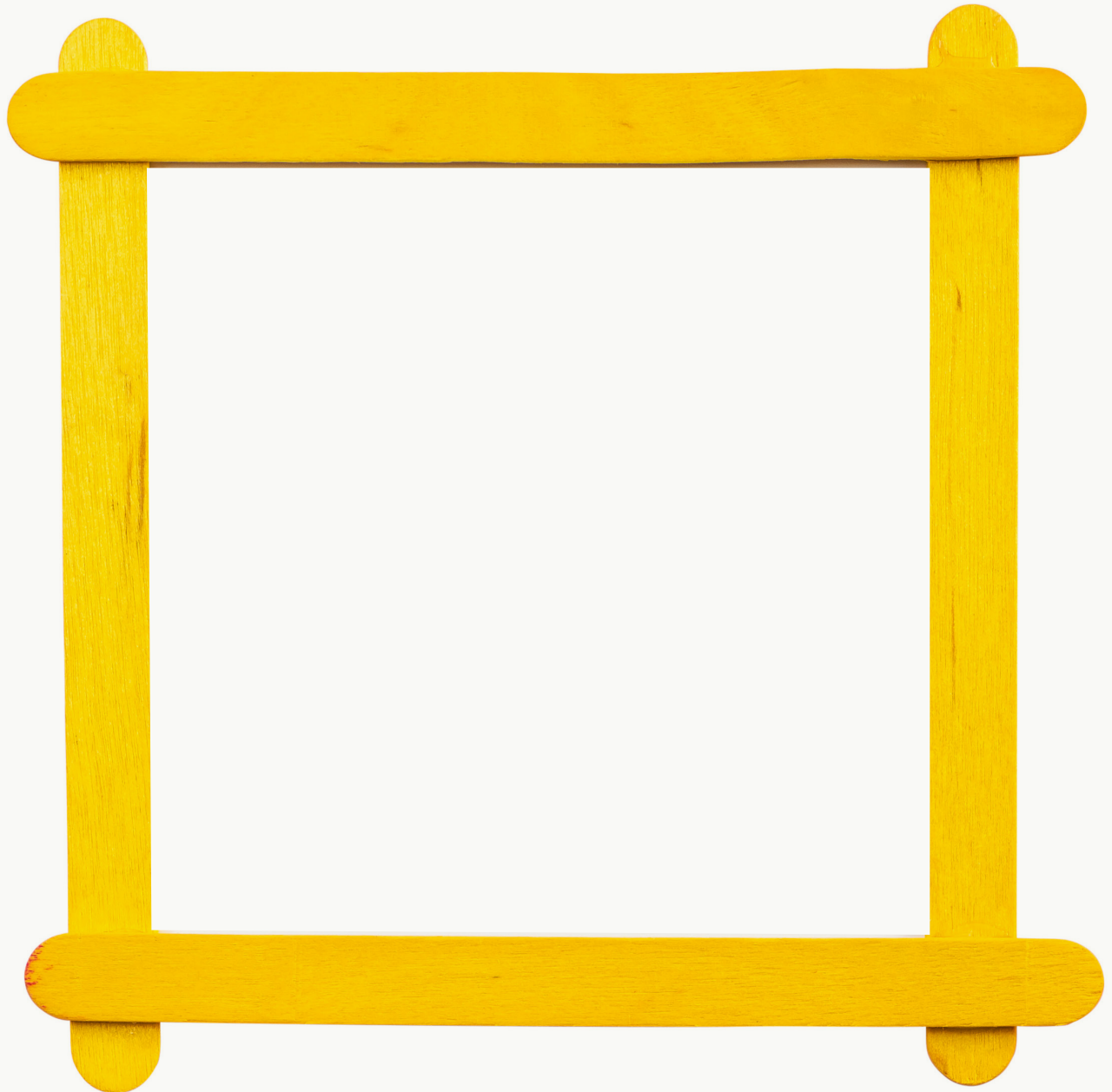
*What happened for you as you changed from one emotion to another?*

*What was your favorite part of this activity?*



# A FRIEND IN NEED

Think about how you would help someone who is feeling sad. Would you bring them a gift? Would you let them borrow your favorite toy? Would you give them a hug? In the space below, draw what you would do to help a friend in need! Once you've finished your drawing, share it with a friend or family member!



## Unit Plan Brainstorm

### LET'S TALK ABOUT "HURT" (ENGLISH LANGUAGE ARTS, VISUAL ARTS)

There are two general types of trauma: physical and emotional. And we all cope with those types of trauma, or "boo boos," in very different ways. How do your students deal with trauma? Help your students understand more about the different types of "hurt" that humans can feel by guiding them through a visual art-making process. Help them along by asking questions like, *Have you ever fallen or hurt yourself? What does it feel like? What are the different ways you can be physically hurt? What are other ways you can feel hurt, sad or angry? When you feel sad, what does that look like in your body? How do you change that feeling?* Once you've talked about these different types of "hurt," have each student create a visual art piece, using paper and crayons, colored pencils or paint, about hurt and how to cope with it. Then, if students feel comfortable with it, create a virtual gallery wall, titled "All the Feels" that features students' art, celebrating their artistic work and their emotions!

