



Show Your Emotion

Description

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Students will learn how different situations make them feel and learn complex emotion words.

Supplies

Students will draw faces and/or write words with sidewalk chalk or in shaving cream or sand in trays during this activity. Choose one of the options below based on supply availability and what you think would be most engaging and less mess for the children in your group.

- Shaving cream (one bottle per two students), cookie tray, or lunch tray for each student or table with a plastic throw-away table cloth on it
- Enough sidewalk chalk for every student to have several colors to use and an outside space
- Sand and a cookie tray or lunch tray for each student

How to Play

1. Pass out the supplies to your group:
 - Shaving cream: will need enough for them to draw in on their tray or table.
 - Sidewalk chalk: divide up outside space so students know what space they are able to use for this activity.
 - Sand: spread enough to fill the tray so students are able to draw in it.
2. Explain to the group these supplies are for drawing emotions.
3. In each round, a scenario or situation is described and students draw how their face would look if that situation happened to them.
4. After each scenario is read, they can show their emotion face to the rest of the group and you

can follow up with one or two of the reflection questions. Switch up which questions you ask to keep it engaging for the group.

5. After they have shown their emotion to everyone, they can clear their space by: smoothing out the shaving cream so that it is even; slightly shaking the sand to have it evenly dispersed again; or moving to a new spot inside their space for sidewalk chalk.
6. Example scenarios:
 - Your friend brings you candy
 - You are running in the hallway and trip and fall
 - You go outside and see a snake
 - It's snowing outside
 - You forgot to clean your room as you were asked to
 - You win an award
 - You lose a game
 - You see a rainbow outside
7. After each round, you can have them practice writing out an emotion word.

Activity Prompts for Reflection

- When you drew your facial expression what emotion were you thinking about?
- Has this scenario happened to anyone before? Can you tell us what you did when this happened?
- What's a good choice you could make if this happened to you?
- Does anyone know another word that means _____?
- What does your body do when you feel _____ emotion? Ex: Nervous, their hands might sweat, their heart might race
- Can anyone think of another time you might feel _____?

Other Ways to Play

- Challenge them by saying a more complex emotion word and having them draw out how their face would look if they were feeling that emotion.
- If you're using shaving cream or sand, have them use popsicle sticks to write/ draw and to clear their tray so that the cleanup is easier.
- If students are drawing similar emotion faces every time, challenge them to draw out how that situation makes them feel on the inside.
- Call up students who are controlling themselves to share a situation and have the other students draw out how it would make them feel.
- Pair students together and allow them to use the Wings Emotional Alphabet handout to look up words they might not know.
- Challenge students to write different emotion words or more complex versions of an emotion after they draw their faces. Ex: instead of just happy maybe they write joyful or instead of mad they write frustrated

Additional Notes

- Use the [SEL Activity Prompts](#) to tie other SEL competencies to this activity.
- When sharing scenarios, think back to what you know about your group and what situations you've seen them in or know that they've been in. Use these in addition to the list provided to make sure your group can relate to the scenarios.
- The [Emotional Alphabet](#) can help assist with teaching the group more complex emotion words.

Category

1. Activities
2. Self-Awareness

Sel-competency

1. Self-Awareness

Allotted-time

1. 20 minutes

Themes

1. Emotions