

Teachers Notes

Stage 1

Exploring how we communicate *(in the classroom 1.5 hours)*

Pupils explore facial expressions and body language and the emotions and messages that they can convey through drawing games and short drama exercises.

1. Welcome Game

A short exploration of how we welcome newcomers and strangers.

An adult or a pupil goes out of the room, knocks and enters and says 'hello!'
The class respond by shouting and gesturing 'Welcome'



(Often the first time the 'welcome' may be reticent or half hearted as children are unsure of how to respond. If this is the case then repeat the exercise and ask them to put more effort into it!)
Once the pupils are engaging fully ask them to 'freeze' or 'hold the pose' then picks out different pupils who are adopting effective welcoming stances/poses for the class to look at and analyse.



This is followed by a class discussion on positive and negative ways of welcoming with further demonstrations of individual pupils welcoming gestures.
e.g. Waving, smiling, thumbs up, hands outstretched, hand slap, both hand waving etc

2. 'Find a face' Scribble Drawing Exercise

Finding faces in arbitrary marks and describing the emotions that they convey

Materials needed

For each pupil: 1 sheet of A4 white paper and a coloured pencil or felt tip pen

To begin the exercise let pupils know that you are going to ask them to cover their paper with scribble. Warn them that you will count them in then, after a few seconds, will ask them to stop and put down their pens/crayons.



Then count '1..2..3.. GO!' - Pupils Scribble all over the sheet of paper for a few seconds then shout 'Stop! Put down your pencils'.

Next ask an adult or pupil to scribble on the board in the same way with pupils counting them in then shouting 'stop!' after a couple of seconds.

You then ask them to look at the scribble on the board, 'can they see a face in the scribble?'

With another colour add just enough marks to show where you have seen a face or ask pupils to do the same (*there's always a face there if you look hard enough!*)

Pupils then swap their scribble drawings with a partner keeping their original coloured pen/crayon.

Now ask them to look at the scribble in front of them to find a face, encourage them to empty their minds, concentrate and not discuss it with anyone - maybe rotate the paper to see what appears.

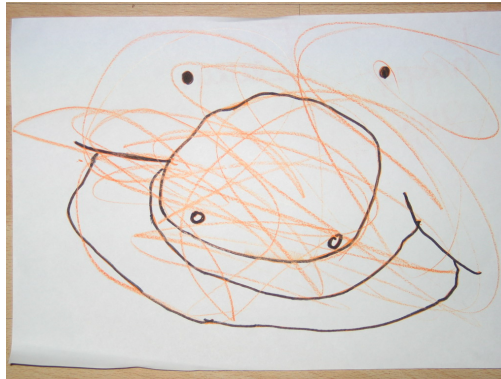
Next they use their pen/crayon to draw in the face they have seen making as few marks as possible. (Allow approx 2 minutes)



Next ask them to describe the mood of the scribble face on the board, ask them why the face conveys that mood – '*is it the mouth, the eyebrows ? etc.*'

Pupils then write a word that describes the mood or emotion of *their* face on the back of their drawing.

The class then reviews their drawings – they can hold up their pictures and describe the mood of the face.



eg: “My face is upset”

‘My face is happy”

Discuss facial features in the drawings and how they alter with different emotions and moods eg: *Eyes downcast, droopy mouth-sad, open mouth-surprised etc.*

3. Class Facial Expression Activity

Pupils explore and act out changes in facial expressions to prepare for the next exercise

To begin with pupils suggest different emotions such as happy, confused or miserable. You ask the class to make faces showing the different moods and emotions then pick out examples of the most expressive for the class to have a closer look at. Ask them to describe what it is about the face that describes the mood.



Lonely



Worried

4. Facial features Speed Drawing Exercise

Materials needed:

For each pupil: 1 sheet of A4 paper and a dark/soft drawing pencil

Pupils need to first fold their A4 paper into 4 and draw an oval face shape filling each quarter.

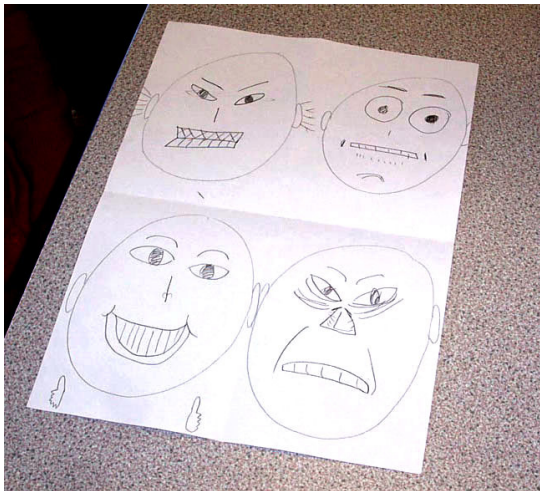
Then explain that they are now going to draw an emotion very fast using as few marks as possible.

Explain that there is no need to add any unnecessary details such as hair, ears etc.

Choose an emotion and ask pupils to briefly think about the last time they felt that feeling 'just think... nothing else'. They then will make that face and feel what is happening to their features.

Now ask them to draw their features in one of the oval faces on their paper.

After 20 seconds ask them to stop, turn over and write the emotion of the face on the back of that drawing.



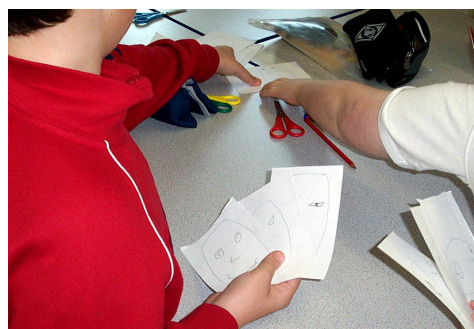
Repeat this process for a further 3 emotions
(e.g. Nervous, Friendly, Hostile)

Note: There should be no writing on the pictures- just drawing

When complete pupils cut up the sheet of paper along the folds into the four different drawings.

Then, holding them like a hand of cards, they take it in turns to 'play them' when you call out the four different emotions that they have drawn.

Pause between each one and ask them to compare their different drawings sharing similarities in features, lines, marks etc. so establishing a consensus as to how each emotion is facially expressed.



5. Body Language Mask Game

This is a quick role-play activity to explore how we communicate emotions with our bodies. A simple blank mask is used to cover the face so as to emphasise body language.



To begin with put on the mask (or ask someone else to) and adopt a pose that expresses an emotion

◀eg. *Nervous – hunched up, protecting yourself, cowering*

Ask the class to guess the emotion and to explain their answer.

Then ask for volunteers to put on the mask, choose an emotion of their choice and pose while you and the class guess the answer.

eg. *Welcoming – confident, open stance, thumbs up* ▶

End with a discussion as to how posture, stance and body language send out messages about what we are all thinking and feeling.

