

2018



# PUPILS' MODULE: EMOTIONS SLOW MOTION EMOTION



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METAMINDS | METACOGNITION IN EUROPEAN TEACHING  
ACTIVATING MINDS THROUGH THE IMPLEMENTATION OF NEW DEVELOPMENT STRATEGIES  
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## Slow Motion Emotion

**INDICATOR:** Recognising emotions both through facial expressions and whole body.

### **METACOGNITIVE GOALS**

This activity should allow students to reflect upon the variety of ways in which they identify and express emotions. It will also develop group / co-operative working patterns

- They will be able to see how well they do this in the feedback they get from others in the group.
- A follow up discussion will allow them to reflect upon what makes this task easier or more difficult – and which emotions are hardest to express or identify.
- If adapting for an older group of students, they might also discuss the similarities or differences between

**TARGET GROUP:** 12 -14 years old pupils

### **TIME**

The activity should take 15 - 30 minutes depending on the size of the class (and whether they have done this type of drama work previously). The teacher can decide on the length of the discussion.

### **ORGANISATION**

Students should be organised into groups of **3** (NO groups of 2 or 4 unless absolutely necessary – these must be kept to a minimum)

Each group should be given a slip of paper that contains an emotion (they can choose – blind choice or be given one – but students cannot select their own emotion to express). See appendix for suggested emotions.

## Metateens - Emotions: Slow Motion Emotion

Each group then works together as a group to gradually transform themselves into the emotion they have been given - to a slow count of 10. Given them 3 minutes to discuss and design their presentation – all students must participate in the final outcome.

Students then sit in a circle and watch each group present their emotion (to a slow count-down of 10). After each group, students have 1 minute to discuss (in their own groups) which emotion has been presented and feedback to the whole group. Students watching must justify their choice with reasons – ‘what gave it away’, ‘how do you know’.

The class discussion can be guided, extended, developed by the teacher to include exchanges around how and why the emotion was expressed; how different emotions can be superficially similar – and how confusion could be avoided; which emotion was hardest to express and why ...

Students should be encouraged to develop their own ideas about the ease or difficulty of the task, and whether they felt their group worked co-operatively or not.

### **MATERIAL**

Slips of papers with the name of the emotions

### **OBSERVATION / ASSESSMENT CRITERIA**

The effectiveness of each group’s presentation is judged by the whole class. Teachers can use the discussion to assess how far students engaged in the task and whether they can present or identify specific emotions. Students should also be encouraged to self-reflect on their own ease or difficulty in identifying or presenting emotions. Perhaps a written performance diary could be developed (if students are familiar with this type of task) or a reflection of their own strengths and weaknesses could be done.

## APPENDIX

### Suggested emotions:

Friendly

Angry

Sad

Embarrassed

Frustrated

Annoyed

Eager

Shy

Nervous

Loving

Confident

Proud

Curious

Fascinated

Excited

Energetic

Surprised

Grateful

Touched

Hopeful

Happy

Peaceful