

## **EMOTIONAL CHARACTER GRAB BAG GAME**

**Through this lesson learners are getting better at:**

**In language and literacy-**

Learners will be able to identify and distinguish between character traits and character emotions.

**In art-making-**

Learners will be able to embody both a character's traits and emotions. Learners will be able to recognize and connect to physical and facial expressions.

**Timing-** 10 minutes

### **PREP**

- Make a bag with characters written on pieces of paper. These can be characters from the text or unit of study you are connecting to, OR characters archetypes that would be fun for the student's to act out. *For example: Vampire, Robot, Wizard, Teacher, Parent, Baby*
- Make a bag with emotion words written on pieces of paper. Consider using advanced emotion vocabulary words that you have already introduced using emotion statues and range and scale of emotion chart. *For example: Furious, delighted, annoyed, thrilled*
- *Be prepared to describe! (Use Describing Physical Choices Cheat Sheet for support)*

### **1. SET UP THE GAME**

- a. **Arrange the students in space:** Students standing where they have space  
*(for example: circle, assigned spots, behind desks)*
- b. **Introduce the game:** *"I'm going to pick a character from this bag (tell them some of the characters that are inside) and you will have to use your body and your face to show me that character. I'm also going to pick an emotion from this bag. You will have to show the character and how they look when they are feeling that emotion."*

### **2. PLAY THE GAME**

- a. **Teacher chooses the character and the first emotion-**  
For example: *You are going to become an **annoyed wizard!***
- b. **30 seconds of wiggle time-** While the kids are trying out ideas, offer some ideas for why the character might be feeling that way to inspire anyone who is struggling.  
For example: *"Maybe your cat knocked over your spellbook! Maybe your wizard hat keeps falling over your eyes while you are trying to do magic tricks! How can you show with your body and face that you are a wizard and you are annoyed?"*
- c. **Freeze and Describe-** Tell the students to freeze into their pose. Describe the choices that the students make. Describe and validate both expected and unexpected, subtle and bold expressions. *(Use Describing Physical Choices Cheat Sheet for support)*
- d. **Relax your bodies!**
- e. **Repeat steps b-d with new characters and emotions**

### **Advanced Options**

- **Kids' Choice!** For the final character let the kids each choose their own character and emotion to show. Ask the kids to notice what they are doing with their bodies and then have them draw their character.
- **Interview a character-** Ask one or two students why they are feeling \_\_\_\_\_
- **Explore Contrasting emotions:** Prepare a bag with pairs of contrasting emotions. Challenge the students to become a character showing one emotion, and then stay the same character but showing a contrasting emotion. When describing, focus on how they changed their choices to express the contrasting emotion. *For example: A Furious vampire and then a delighted vampire. An annoyed baby and then a thrilled baby.*