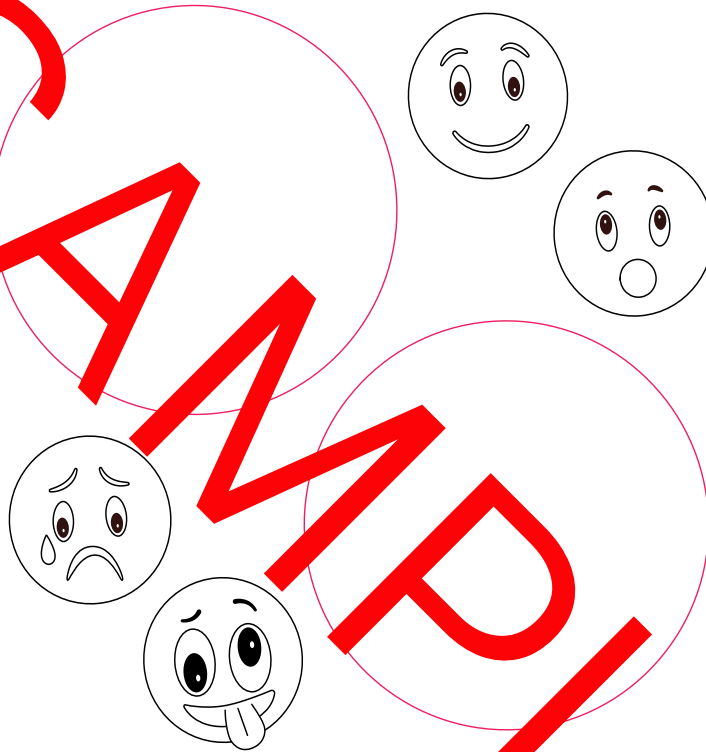


## Lesson 13

### CHANGING FACES

Draw the faces from your face plate.



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**If you have more time:**

#### Extension Activity

- Students use craft materials to create their paper plate faces instead of just drawing materials. E.g. google eyes, hair for fringing, paint, coloured paper. Again, if time permits, you may like to share with the class.



#### GEM Chat this week...

- What emotion did you feel at playtime today? What made you feel that way?

# Lesson 13

## CHANGING FACES

### Learning Intentions:

#### We are learning to:

- Understand that our feelings (emotions) can change in different situations.

#### Success Criteria:

- I can identify the names for different feelings.
- I can explain the difference between different happy and sad feelings.
- I can express my feeling through my facial expressions and body language.

#### Integration Inspiration:

- This lesson could be integrated with Maths by collecting student responses to the questions using tally marks and/or creating a picture graph.

#### Resources:

- Paper plates (one per child).
- Icy-pole sticks (one per child).
- Sticky tape.
- Craft materials.
- Drawing materials.
- Student Journals.
- Access to the TRP Teacher Resource Hub.

### Outline:

#### Activity 1: Changing faces (10 mins)

- In pairs, students stand opposite one another. Their job for this activity is to watch their partner's face as closely as they can. Ask one student in the pair to make a sad face (encourage them to over-act).
- Their partner needs to explain what happens to different parts of their partner's face when they do this. For example, 'the sides of your mouth go down, your eyebrows go low' or 'your bottom lip pokes out'. Swap roles (the other partner now observing) and repeat.
- Students play 'Scarecrows'. One student moves the body parts of another to show body language of an emotion. E.g. hunched shoulders and crossed arms.

#### Activity 2: Making faces (20 mins)

- Each student is given one paper plate. On one side of the plate, ask the students to draw a happy face and on the other side, a sad face. Remind them to think about what they just observed on their partner's face and try to add it to their drawing. You should model how to create different emotions by drawing a face e.g. adding eyebrows, teeth or a smile.
- Once they have finished, attach an icy-pole stick to the bottom of each 'face plate'.
- Once face plates are created, students can draw their faces in their Student Journal.

#### Activity 3: How would you feel? (10 mins)

- Students sit in a circle on the floor.
- Share the following scenarios, and ask students to hold up their 'face plate' displaying the reaction of how they would feel (e.g. happy or sad). Ask students to explain why they chose their response.
  1. You find out that your family is getting a pet puppy tomorrow.
  2. You just learned that you are going to have a baby brother or sister.
  3. You forget your 'show and tell'.
  4. It's your birthday and you get a brand new bike.
  5. You find out that your family is moving at the end of the year.
  6. Your teacher tells you that you are very proud of your work in writing.
  7. You ask some other kids at recess to play but they say 'no'.
  8. You make a new friend.
  9. You and your friend finish a large puzzle.
  10. You help the librarian put away some books.

**?** **Enabling prompt:** Students to focus only on happy and sad reactions to the different scenarios.

**✓** **Extending prompt:** Ask students to make up their own scenarios. Then share these with a partner and ask what other possible reactions you might have in these situations.