

#IMPROV

WHAT TO SAY

Skills to Introduce – Understanding our own and others’ emotions

- ▶ “**Understanding our feelings** is important to understanding a situation and using skills like communication and problem solving.”
- ▶ “**Understanding others’ feelings** can lead to accurate judgments about a situation and good decisions about how to connect with and relate to others.”
- ▶ “**Feelings are natural and healthy:** We don’t want to eliminate emotions; we want to understand them, label them, know why they’re occurring and allow them to motivate us toward a healthy desired outcome.”

Requires Resources? No
Grade Level: 6-8; 9-12
Indoor/Outdoor: Indoor
Group Size: 4+

WHAT TO DO

What you Need

Requires enough space for students to act out a scenario, no other materials needed!

How to Play

1. The goal of this game is for students to improvise an assigned emotion during a given scenario.
2. Students divide into groups and all of them choose an emotion to act out.
3. The narrator reads aloud a scenario and picks the first group to start the improvisation.
4. Each group improvises the scenario with their chosen emotions until the narrator says “Freeze.”
5. After which, the narrator selects the next group to continue the improvisation.

Potential Adaptations

Add a time limit or rules such as having them wear a blindfold or not allowing them to speak.

WHAT TO ASK

- ▶ Which emotions were easy or hard to improvise, and why?
- ▶ How did you change your tone or expressions based on the emotion you were portraying?
- ▶ How does your body feel when you experience different emotions?
- ▶ What clues did you use to figure out the emotions other players were acting out?
- ▶ What made it challenging to weave some of the emotions you saw into the story/improvisation?
- ▶ Which emotions were hard or easy to identify?