

Getting Creative with Emotions

Overview:

Grades: PreK – elementary (ages 3-8)

Summary: How are emotions conveyed through facial expressions, body language, voice, and color? Inspired by Jim Henson’s creativity in his work, this 60-minute lesson explores the versatility of emotion and encourages students to use their imagination in creating their own puppets and dialogue.

The lesson can be split into two 30-minute chunks: 1.) discussion about physical representations of abstract emotions and crafting a paper bag puppet embodying a chosen personality, and 2.) writing a short, 10 second, dialogue on behalf of the puppet given a particular situation, followed by presentations and debrief. By the end, students will gain a deeper understanding of how emotions are exhibited through both verbal and non-verbal means in order to become more intentional in their interactions with others.

Objectives:

- Identify various emotions and how they relate to one’s expression, body language, tone, and voice
- Relate emotions with different colors and objects
- Understand the relationship between emotions and personality
- Design a unique puppet and dialogue according to a chosen personality and situation
- Assess classmates’ creations and offer constructive criticism
- Apply the knowledge to their own interactions with others

Materials:

- 7 Personality Flashcards (provided)
- 5 Situation Flashcards (provided)
- Scrap Paper for Script Writing (optional)
- Colorful paper bags (choose a good size for your students’ hands)
- Miscellaneous crafting materials (i.e. construction paper, tissue paper, stickers, decals, pipe cleaners, puff balls, googly eyes)

Lesson Plan:

Introduction: (10 minutes)

- **INTRODUCE** emotions and **GUIDE** discussion
 - Optional: Show an image the emotions of *Inside Out* (2015) to introduce the topic. What emotion does each character represent? How do you know?
 - What are emotions? What emotions did you feel today?
 - How do you know if someone is *happy*? (can be any emotion)
 - **EXPLAIN:** small changes in facial expressions, body language, tone, and volume of voice affect the perception of what emotion someone is feeling
 - Optional: **ASK** students to make *happy* faces at each other (can be any emotion)
 - **EXPLAIN:** Non-verbal vs verbal communication
- **INTRODUCE:** colors, objects, and emotion
 - What things do you think of when you are happy? (can be any emotion)
 - What does the color yellow mean to you? (can be any color)
- **INTRODUCE:** personality and emotion
 - **Teacher note:** When transitioning from emotions to personality, take some time to **EXPLAIN** that emotions can be a part of what makes up personality. Personality is the unique way of thinking, *feeling*, and behaving that characterizes an individual.
 - Everyone has a unique personality, but can still feel all of the emotions
 - Depending on your personality, you may be more likely to feel certain emotions
 - **ASK:** What emotions do *friendly* people feel the most (can be any personality)? Can you name some personality traits?
- **INTRODUCE** Jim Henson and puppets
 - Today, we will be making paper bag puppets with very special personalities who feel very special emotions! A famous person who used puppets to make a variety of characters was Jim Henson.
 - (4 mins) Jim Henson mini bio video: <https://www.youtube.com/watch?v=ZbBcJaqi0Gg>
 - For teacher reference
 - (1 min) MCHC Anything Puppet video (Pending Review)
 - (1 min) Optional video: Fraggles Rock: <https://www.youtube.com/watch?v=KLQS6xo40kI>
 - Notice the different colors, textures, and faces that make up the characters

Activity 1: Puppet Crafting (20 mins)

- **TASK:** Today, each of you will be making paper bag puppets with different personalities. You will pick a personality flashcard, but **keep it a secret!** Keep in mind our discussion today about emotions and personality; it's up to you to decide which colors/materials/facial expressions to use to embody your puppet's unique personality.
- **Optional:** Show students pictures of example puppets
- Have each student discreetly pick a flashcard from Puppet Personality Traits
 - Positive, Grumpy, Caring Shy, Silly, Evil, Outgoing
- Students craft their puppets

- Note: Why focus on personality and not emotion?
 - A *happy* (emotion) puppet is limited to only being happy, but a *positive* (personality) puppet will encourage more creative thinking. A *positive* puppet is happy, brave, honest, accountable, etc.

****This concludes part 1 of the lesson; if needed, activity 2 and 3 can be done another day****

Activity 2: Script Writing/Memorizing (10 mins)

- Teacher Note: **MODEL** the activity with an example personality and situation
 - Personality (witty) // Situation (your puppet sees a friend struggle to open a jar)
 - Script: “Let me help you! If you wrap a rubber band around the lid, your hand won’t slip and the lid will open.”
 - Optional: ASK students: what would the puppet have said if its personality was *lazy*?
- Have students pick a situation card (does not have to be a secret)
- Based on their puppet’s personality, have students write or memorize a short reaction/dialogue/script (10 seconds) reacting to the situation
 - Your puppet sees someone trip and fall on the sidewalk.
 - Your puppet sees someone eating their snack.
 - Your puppet’s teacher introduces a new student to the class.
 - Your puppet’s classmate does not do well on a test.
 - Your puppet sees someone make fun of your friend.
- **REMIND** students: Besides content, *how* are you going to say your line?

Activity 3: Sharing Time (10-15 mins)

- Teachers, consider having a word bank of personalities on the board for students to refer to
 - For younger audiences, consider drawing a picture to go along with each word (see personality flashcards for a model)
- As each student shares their situation and delivers the line, the rest of the class describes the kind of emotion the puppet demonstrated in the scenario and ***tries to guess*** which personality the puppet embodied
- **ASK:** What did the student do well? What made you guess that emotion?
- Repeat for all students (or all who are willing to share).
- Optional: Students can repeat their performances (right away or later on) to make any changes based on their peers’ discussion.

Wrap Up and Debrief (5 min)

- Refer to the Objectives section for discussion
- If a classmate’s puppet had the same personality as yours, what did they do differently?
- What is one thing you learned today?
- Would you make any changes to your puppet?
- What emotions do YOU feel the most? Which personality traits best embody you? Can you think of any that are not on the list?

Personality Flashcards



Positive



Grumpy



Caring



Shy



Silly



Evil



Outgoing

Situation Flashcards

**Your puppet sees someone trip
and fall on the sidewalk.**

**Your puppet sees someone eating
their snack.**

**Your puppet's teacher introduces
a new student to the class.**

**Your puppet's classmate does not
do well on a test.**

**Your puppet sees someone make
fun of their friend.**