

SENSE	TITLE	TIMING
	Dare to feel – express and guess	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Petra Lewalder	Warm-up game or more	English

LEVEL	GROUP LEVEL	AGE
All levels	Fits for all levels	Adaptable to any age group

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	- Work in a group - Without a lot of words - pantomime
FUNCTIONAL	- Expressing emotions - Learn new adjectives
CULTURAL	Learn different expressions of the same feeling by different people - maybe even from different countries

METHODOLOGY	Work in different groups – guessing or expressing
TECHNIQUES	Group game
RESOURCES	List of emotions / adjectives
ICT TOOL	None

DESCRIPTION OF ACTIVITIES		
Salad	5'	Activity 1 As an introduction, hand out or show the worksheet on emotions and let your students try them out for a minute or two.
	5'	Activity 2 Let the students find more adjectives to express feelings, moods, emotions and let them try to create faces for them or express them
Main Dish	15' - 20'	Activity 3 Play the game now – adapt the time for playing to the group (number of students), so that everybody can take a turn. What you need: Three volunteers for the 'pantomime group' who are willing to express feelings without words. Single adjectives shown to them by the teacher on a slip of paper (see worksheet "list of emotions") – in a visible and understandable way so that the 'guessing' group is able to guess the feeling expressed given on the slip of paper by the teacher. How to play: The three volunteers are in front of the class – turning their backs to the other students. The teacher shows the three volunteers an adjective with a feeling from the list of emotions and asks them to express this feeling without words (pantomime using body language) as they feel and understand it – in their individual way so that the other students can "read" the feeling. The teacher shows the volunteers an adjective from the list and counts 1 – 2 – 3. At the count of "3", the three volunteers turn / jump around to face the other pupils to expressing this feeling in body language and/or gesture and/or facial expression. The other students guess the correct adjective – by giving their ideas. The student who guessed the right word can pick the next group of volunteers for the next round – and so on. Tip: Don't go slow – make it quick and exciting with a lot of movement and quick reactions.
	12'	Activity 4 Put feelings into context – act a scene: After the game, a group of 2-3 students picks an adjective and creates a short scene showing or developing this feeling in the context of an action.
Dessert	3'	Activity 5 One or two groups show their short scene to the class.



Attribution: Original activity from Erasmus + LANSEN Project



Artificial intelligence aided

Cofunded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ANNEXE 1

Activity_12_G_EN _Annex_1

(1) Dare to feel – Express and guess - instructions

- As an introduction, hand out or show the worksheet on emotions and let your students try them out for a minute or two.
- Play the game now – adapt the time for playing to the group (number of students), so that everybody can take a turn.

What you need:

Three volunteers who are willing to express feelings –
adjectives shown to them by the **teacher** on a slip of paper (see “list of emotions”) –
in a visible and understandable way so that the rest of the group is able to guess
the feeling expressed as given on the slip of paper by the teacher.

How to play:

The three volunteers are in front of the class – turning their backs to the other students.
The teacher shows the three volunteers an adjective with a feeling from the list of emotions
and asks them to express this feeling without words (pantomime using body language)
as they feel and understand it – in their individual way so that the other students can “read” the feeling.
The teacher shows the volunteers an adjective from the list and counts 1 – 2 – 3.
At the count of “3”, the three volunteers turn / jump around to face the other pupils
and express this feeling in body language and/or gesture and/or facial expression.

The other students guess the correct adjective – by giving their ideas.

The student who guessed the right word can pick the next group of volunteers for the next round – and so on.

Tip: Don't go slow – make it quick and exciting with a lot of movement and quick reactions.

ANNEXE 2

a grid of useful adjectives - to be adapted to level of group

greedy	greedy	greedy	greedy
playful	playful	playful	playful
angry	angry	angry	angry
frightened	frightened	frightened	frightened
sad	sad	sad	sad
devastated	devastated	devastated	devastated
anxious	anxious	anxious	anxious
nervous	nervous	nervous	nervous
tired	tired	tired	tired
impatient	impatient	impatient	impatient
in love	in love	in love	in love
dreamy	dreamy	dreamy	dreamy
curious	curious	curious	curious
occupied	occupied	occupied	occupied
amused	amused	amused	amused
focussed	focussed	focussed	focussed
bored	bored	bored	bored
interested	interested	interested	interested
shocked	shocked	shocked	shocked
surprised	surprised	surprised	surprised
confused	confused	confused	confused
overjoyed	overjoyed	overjoyed	overjoyed
happy	happy	happy	happy