

Feelings Charade LE 2024

Self-Awareness Module

Grade Level Range: Middle School - Adult

To Teachers:

If you have not already done so, please review the Introduction to Teaching Self-Awareness for suggestions on teaching SES Skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SES Skills.

This learning experience is a fun way to introduce students to the idea that we experience a broad range of emotions, demonstrate that we express our feelings in different ways, and demonstrate that it can be difficult to determine what someone else is feeling by their appearance and behavior.

Procedure/Directions:

Ahead of the lesson make a 3 X 5-inch card for each of the following feelings: happy, sad, angry, disappointed, irritated, frustrated, anxious, afraid, curious, embarrassed, envious, shocked, confusion, hurt, annoyed, bored, calm, defeated, lonely, discouraged, ecstatic, excited, fascinated, fulfilled, glad, ignored, inspired, jealous, low, overwhelmed, peaceful, proud, rejected, relaxed, silly, tense, unsettled and/or other feelings.

At the beginning of the learning experience, divide the class into groups of equal size. Spread them equidistant from each other, with you being equidistant from each group. When you begin, each group sends a representative to review a feeling card. Once the card is reviewed, the representative returns it to you and returns to their group to act out the feeling.

The basic charade rules include:

1. The person may only physically act out the word.
2. The person may use sounds like motion, tugging at one's ear, and motions for the number of syllables in the word.
3. If, after approximately one minute, the group cannot identify the feeling, they are told the feeling, and the next person in the group reviews the next feeling card. The process is repeated.
4. Each group gets a point for every feeling that is correctly identified. The group with the most points at the end is the winner.
5. A new person is to come up every time.
6. The activity ends when all the group members have had the opportunity to act out one or two feelings.
7. A variation: Each representative is given the same feeling card at the same time and is acted out simultaneously. The group identifying the feeling first gets a point, and the group with the most points at the end is the winner.

Processing the Learning Experience:

Debriefing questions include:

1. How did it feel to act out the different feelings?
2. How did it feel to guess the feeling? To not get it?
3. Can we always tell what someone feels by how they look/act?
4. What is the only way to be sure about what someone is feeling?
5. Were some feelings more challenging to act out and determine? Are some feelings easier than others?
6. How can we encourage each other to express our feelings appropriately in this class? At school in general? At home?

Additional Suggestion: This learning experience can also be used in the [Relationship Skills & Healthy Relationships](#) to discuss nonverbal communication and the importance of avoiding assumptions about what someone is feeling based on how they look and act.