

Team-building game: Build a Machine, Level 1 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Comfortable vs. uncomfortable emotions. *We have been talking a lot about comfortable versus uncomfortable emotions. Today we'll explore that a little more.* Give examples of comfortable and uncomfortable emotions or situations.
- Using our bodies and identifying **gestures**. *Our bodies and faces are great tools for expressing ourselves. When you change your face or your posture or the way you walk, you can convey an emotion.* Model and have students put different basic emotions on their faces and/ or in their bodies.
- Identifying shapes for **portraits**. We will be creating masks today. Masks can be a form of visual portraits. When you look at human faces, see if you can identify different shapes in the face. When I frown, my mouth is sort of like the top of a semi-circle. You can use these shapes when you're creating a mask.

Keep in Mind

- It can be difficult to work with a partner. *When working with a partner, take turns and be kind. If something is bothering you, try gentle phrases like, "Can you please ____" and "I'm feeling uncomfortable because ____."*
- Monopoly over materials can lead to jealousy or arguments. *We have a limited number of materials. How can we ensure that everyone gets to use a fair amount?*
- Discuss the importance of sharing. *We will be using colored pencils today. How can we preserve these supplies so others will be able to use them?*



You Do (55 minutes)

The project, step-by-step

- Work with a partner. Decide whether you will create a "comfortable" mask or an "uncomfortable" mask.
- Ask your partner to put your chosen emotional state on her face. Observe the shapes on her face and make a quick sketch on scrap paper of what you notice.
- Cut a paper plate into the shape of a face (or have an adult help you).
- Mark where you'd like eyes and mouth cut out (and in what shapes).
- Add shape details using colored pencils.
- Punch holes in the sides of the plate and attach ribbon to tie it on (or glue popsicle sticks so students can hold it up in front of their face).

Extensions: Create the opposite emotion on another paper plate.

Closure: Students show their masks, say whether they're comfortable or uncomfortable, and have their partner show the face the mask was modeled from. Audience members may observe similarities between the mask and the face, choices made by the actor, or choices made by the artist.

Optional Writing Prompt: What kinds of things happen to your face when you're feeling comfortable? Uncomfortable? Describe in detail.



Big Picture

We will make more masks to create a full spectrum of masks that might be used in a play or a theatrical performance.



Adjustments for K-1

Warm-Up Phase

Shorten the build a machine activity/ choose either the activity or the question. Do not attempt both.

I Do/ We Do

Go over the comfortable and uncomfortable vocabulary. Don't go into other feelings-based vocabulary; focus on only "comfortable" and "uncomfortable."

You Do

Work with pre-cut paper shapes so students just have to arrange and glue on paper plates.