

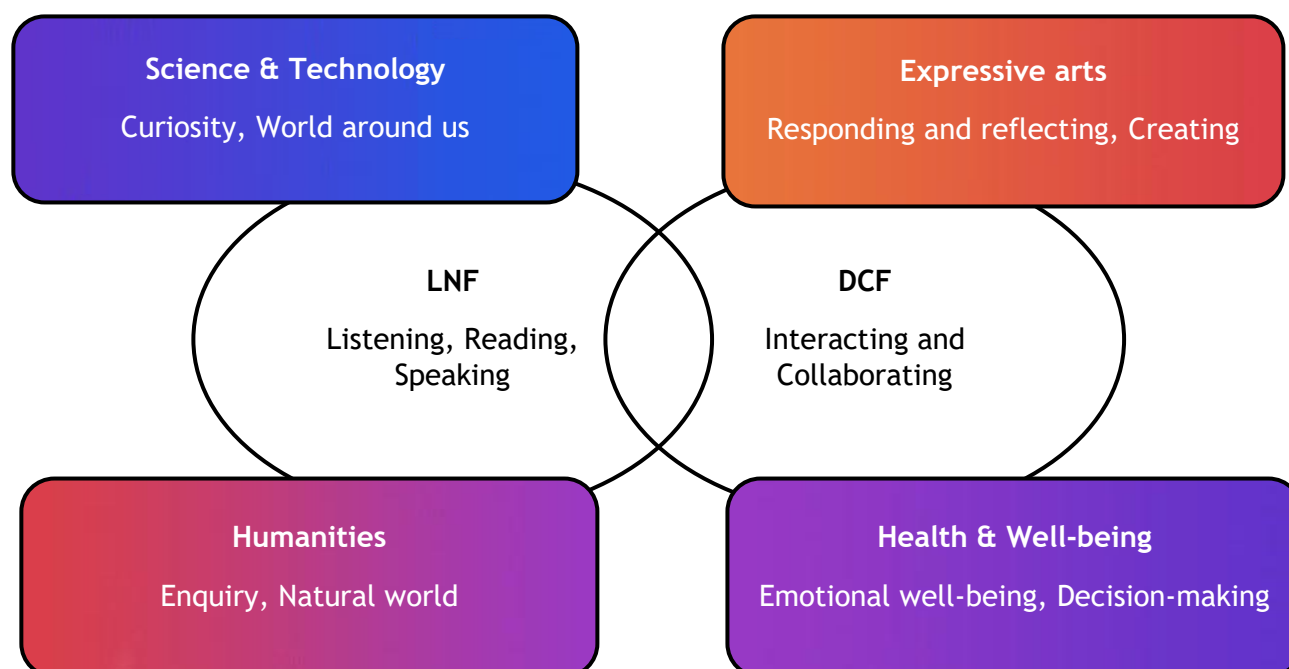
## How do we feel about the Common?

### Overview

Learners activate their prior knowledge about emotions and feelings to try to understand the emotions they feel at different points in their lives. This leads to learners thinking critically about facial expressions when trying to match photos with emotions on an online Padlet. Learners, and adults in the classroom, act out emotions for others to try and recognise to consolidate their learning. A trip to the Common is used to take photographs and collect scavenged natural objects, whilst concentrating on the emotions elicited by the things they see. The scavenged objects are used to creatively make a 'journey stick' to retell their visit and then to make a piece of artwork reflecting their emotions on the trip.



### Opportunities to develop...



## Resources required for the activity

- Internet access
- Camera, smart phone or tablet.

## Resources included with this activity

1. Photographs of people with different facial expressions on the Padlet at: <https://thinklearnchallenge.padlet.org/julie429/6hrl1pagsl15jyp2>
2. Suggested focus questions in sets, relating to each task, which can be given to each pair/group as they start each task. Conversely, these questions can be used by the teacher.

## How to run the activity

### Task 1: What are our feelings?

Ask pairs of learners to think about what we mean when we talk about our 'feelings' or 'emotions'. Encourage them to consider how they might 'feel' when they are doing different activities. For example, how do they feel when doing something: new; that they don't like; that they are unsure of; that they like or that that might be dangerous. Invite learners to identify different 'feelings' or 'emotions' and put them in a sentence, e.g. 'I feel happy when...', 'I feel nervous when...', etc.

#### Suggested questions

- What do we mean by 'feelings' or 'emotions'? How do you know?
- How do you feel on your birthday? Why?
- How do you feel when you have a cold? Why?
- How do you feel when you are high up somewhere? Why?
- How do you feel when you are asked to do something you don't think you are very good at yet? Why?
- How do you feel when you stand in front of the school in a class assembly? Why?
- How would you use the word 'feeling' in a sentence? What does it mean in this sentence?
- When do you feel happy/sad/scared/nervous/etc? Why do you think you feel this way?

## Task 2: How are these people feeling?

Ask pairs of learners to think about and discuss how they know how people are feeling or what sort of mood they are in. Encourage them to share their ideas with the class and to give examples when they can. For example, 'I know my Mum is happy when she dances around the kitchen', etc.

Invite learners to look at the photographs of people on the Padlet (**Resource 1**). Ask them to consider how each of these people might be feeling and encourage them to explain their ideas. Then, in small groups to try and match the name of each emotion with the photograph that shows this emotion. You can do this with each group working online. However, you will need to remake the Padlet for each group. Conversely, you can use the Padlet as a class task on the whiteboard.

### Suggested questions

- How do you think this person is feeling? Why do you think that?
- What sort of mood do you think this person is in? Why?
- Which parts of the face help you know how they are feeling? Why do you think that?
- What is it about the person's face that helps you know how they are feeling?
- How does a person's face change from when they are happy to when they are sad, relaxed to excited, calm to angry, etc? Why do you think this happens?

## Task 3: How are we feeling?

Invite learners to think of a 'feeling' or 'emotion' and to act this out to the rest of the class, who have to guess what feeling/emotion is being acted out. This could be done in teams with only three guesses allowed, for example, with points scored for correct guesses and three failed attempts. As an extra task or alternative, learners might be asked to draw a face showing a feeling/emotion or even take a selfie to show themselves expressing a feeling/emotion. You could also join in this task along with any teaching assistants that are present.

### Suggested questions

- What does this face tell us about how the person is feeling? Why do you think that?
- What feeling/emotion is being acted out here? How do you know?
- Which feeling/emotion will you act out? Why?
- How will you act it out? Why like that?
- What will your face look like? Why?

#### Task 4: How does the Common make us feel?

Plan and organise a class visit to Gelligaer and Merthyr Common though smaller groups could visit over the course of a school week if this is more convenient, etc. Learners will need to be have opportunities to take photographs and make sketches of scenes or things that elicit certain emotions within them. Learners will also need to gather and collect a range of items on the walk that will be used in later tasks. For example, twigs, feathers, leaves, etc.

Following the walk, invite groups of learners to use their photographs and sketches to make a short presentation to the class to show how different aspects of the Common make them feel. These could be expressed verbally or depicted using emojis, for example. Prior to the walk, you might encourage them to ensure their photographs and sketches capture a range of feelings/emotions.

##### Suggested questions

- What photographs have you taken? Why?
- What feelings/emotions do you have looking at this photograph? Why?
- What have you sketched? Why?
- How does this sketch make you feel?
- How will you show the class your photographs and sketches? Why do it like this?
- What emojis will you use? Why?

#### Task 5: How can we share our feelings through talking?

Invite learners to use some of the items they collected on the walk to create a 'journey stick' - essentially a memento of a nature walk, featuring items collected on the walk – e.g. twigs, feathers, leaves. Originally, such sticks had a link to map reading as they were used to help people navigate their way home.

Ask pairs of learners to use their 'journey sticks' to retell their visit to the Common. This might be a factual retelling, where learners tell the story of their visit, explain which way they walked and what they gathered and why. Other learners might use a map of the Common to follow their journey. Alternatively, learners might use their 'journey stick' to tell of a great outdoor adventure where they battled their way around the Common fighting the elements and their stick is a memento of how they survived the ordeal.

### Task 5: Continued ...

#### Suggested questions

- What items did you collect on the visit? Why did you collect each of these things?
- Which part of the visit do they remind you of? Why?
- What do you remember most about the visit? Why?
- What is the best item you collected? Why?
- How will you make your 'journey stick'? Why do it like this?
- In what order will you put the items you collected? Why in this order?
- How does the journey stick help you remember the visit?
- How will you retell the story of your visit? Why will you tell it in this way?
- How will you use the journey stick when you retell the story?

### Task 6: How can we share our feelings through art?

Invite learners to use some of the items they collected on the walk to create a piece of art. They could use the items to help make a drawing or painting, help retell their story of the visit with illustrations, create a themed display or make a collage to depict the Common.

#### Suggested questions

- What items did you collect on the visit? Why did you collect these things?
- Which part of the visit do they remind you of? Why?
- What do you remember most about the visit? Why?
- What is the best item you collected? Why?
- What piece of art will you make? Why?
- How will you use these items to make this piece of art?
- What emotions are you trying to show in your artwork? How have you tried to show these emotions?
- What emotions do others think your artwork makes them feel?

## Resource 2: Suggested focus questions

### Task 1: What are our feelings?

- What do we mean by 'feelings' or 'emotions'? How do you know?
- How do you feel on your birthday? Why?
- How do you feel when you have a cold? Why?
- How do you feel when you are high up somewhere? Why?
- How do you feel when you are asked to do something you don't think you are very good at yet? Why?
- How do you feel when you stand in front of the school in a class assembly? Why?
- How would you use the word 'feeling' in a sentence? What does it mean in this sentence?
- When do you feel happy/sad/scared/nervous/etc? Why do you think you feel this way?

### Task 2: How are these people feeling?

- What do we mean by 'feelings' or 'emotions'? How do you know?
- How do you feel on your birthday? Why?
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### Task 3: How are we feeling?

- What does this face tell us about how the person is feeling? Why do you think that?
- What feeling/emotion is being acted out here? How do you know?
- Which feeling/emotion will you act out? Why?
- How will you act it out? Why like that?
- What will your face look like? Why?

#### Task 4: How does the Common make us feel?

- What photographs have you taken? Why?
- What feelings/emotions do you have looking at this photograph? Why?
- What have you sketched? Why?
- How does this sketch make you feel?
- How will you show the class your photographs and sketches? Why do it like this?
- What emojis will you use? Why?

#### Task 5: How can we share our feelings through talking?

- What items did you collect on the visit? Why did you collect each of these things?
- Which part of the visit do they remind you of? Why?
- What do you remember most about the visit? Why?
- What is the best item you collected? Why?
- How will you make your 'journey stick'? Why do it like this?
- In what order will you put the items you collected? Why in this order?
- How does the journey stick help you remember the visit?
- How will you retell the story of your visit? Why will you tell it in this way?
- How will you use the journey stick when you retell the story?

#### Task 6: How can we share our feelings through art?

- What items did you collect on the visit? Why did you collect these things?
- Which part of the visit do they remind you of? Why?
- What do you remember most about the visit? Why?
- What is the best item you collected? Why?
- What piece of art will you make? Why?
- How will you use these items to make this piece of art?
- What emotions are you trying to show in your artwork? How have you tried to show these emotions?
- What emotions do others think your artwork makes them feel?