

# Lesson Two: My Body Shows How I Feel

*Students will be able to demonstrate the use of body language to express their own feelings and recognize the feelings of others.*

## © Teaching Steps

### 1. Link lesson to the play.

Remind students of the scene in *Zip's Great Day* when Sam and Lula describe Boopie as "big as Nebraska" and "round as a racetrack." While Sam and Lula make these statements, Boopie puts on a big costume with a scary face.

- What is the purpose of this costume? What is it supposed to symbolize? (*The costume represents what Sam and Lula say about Boopie; Boopie uses a scary appearance to hide the way he is really feeling, etc.*)
- Do you think people sometimes wear big emotions on the outside to hide the way they are feeling inside? Can you give examples?
- How does this costume influence the way Zip feels about Boopie? (*Zip doesn't see the way Boopie really feels. He just sees what people tell him about Boopie.*)
- Why does Boopie take this costume off at the end of the play? (*Boopie feels safe enough to show his true emotions. Zip helps him remove it when he finally sees how Boopie really feels.*)

### 2. Talk about the importance of body language.

Words are one way people show what they think and feel (communicate). Ask students if they know any ways to show what they feel without words (*smiling, frowning, etc.*).

Demonstrate with one or two feeling words (*mad, excited*), using broad or comical body language.

Explain that knowing what body language means can help you express your own feelings better and understand how other people feel. Paying attention to other people's feelings helps you get along better.

### 3. Introduce the Emotion Walk activity.

Arrange students in an open area where they are free to move about. Call out feeling words such as *mad, worried, proud, embarrassed, happy, sad, surprised, and scared*. Tell students to use their faces and their bodies to show each feeling you name.



When you say the word *Freeze!*, students freeze in place. While students are frozen, ask:

- Do you feel big or small showing this emotion? important or unimportant?
- Does your body feel tense or relaxed? powerful or weak?
- How do you think others see you in this position?
- Is this a feeling you enjoy having or one you would like to avoid? Why?

Give a signal for students to drop their body language. Allow students a few seconds to "shake off" the feeling. Then call a new feeling word. Continue the activity for approximately ten minutes.

### 4. Discuss the activity.

- What feelings were easy to show? What feelings were more difficult to show?
- Were you surprised at how powerful some of the feelings became when you used your body?
- Do you think people always know how their body language looks to other people? Do you think Boopie knew how he looked to Zip during the chocolate milk accident? Did Zip know how he looked to Boopie?
- How did it feel to "drop" the body language suddenly? Do you think it's that easy in real life to stop looking or feeling a certain way?
- What might have been different if Zip and Boopie knew about body language and the message it can send to other people?

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Have students write a paragraph about one of the feeling words. For instance, "When I feel happy, I..." or "I feel angry when..."