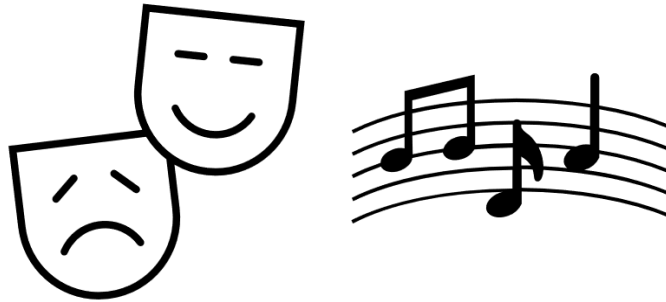


Activity 7: Say it as you feel

Activity aim:	This activity provides guidance on how to express the emotions inherent in our words and how to interpret the emotions that others are experiencing. It helps learners to articulate clear messages and ensure that people listening understand the full message.
Time:	15 - 20 minutes
Delivery:	<p>This activity should be done in a small group to give learners more practice. Before the session, select appropriate music for the activity that the learners enjoy and will respond to. Below are the delivery steps:</p> <ol style="list-style-type: none"> 1. Play a piece of music that evokes a mood, perhaps a very upbeat piece. The learners listen and show with their faces or gestures / body language how they feel when they hear the music. When the music is finished, check that they were demonstrating how they really felt. For example, if they were smiling – did they want to signal that they were happy? Can they explain why it made them feel that way? 2. The group listens to another piece of music that evokes a very different mood, perhaps sadness, or anger. Again, the learners listen and signal how it makes them feel, followed by checking with each other how they felt. 3. Help the learners to compare the two pieces of music to decide what it was that made them feel happy / sad / angry. It might be the tempo, or the volume, or the rhythm, or the types of instruments. They could work in pairs first, and then as a group should try to decide what the main difference was. The teacher should put up key words or images on the board to represent their ideas. 4. Next, point out that the way we speak also has an impact on listeners, and demonstrate using simple phrases (e.g. <i>'How are you?'</i> or <i>'Come in'</i>) said slowly and quietly with a sad face, and then quickly and loudly with a happy face. The learners should point to the board to show which emotion they have understood. 5. When learners are comfortable with this idea, they can go into small groups to try out speaking in different ways, using their faces and hands / bodies, as well as speaking slowly / quickly and loudly / quietly to communicate their mood. One learner in a group says a phrase (either their own choice or one given to them by the teacher) and the others decide how they are feeling. Then they swap roles, till everybody has had a few goes. As they are practising, monitor and offer feedback to help learners control their volume / tempo and facial expressions to produce the desired effects.

**Differentiation:**

- Some learners may rely more on body language to communicate mood. If so, encourage them to make clear differences in their face / posture / gestures, as far as is comfortable and possible for them.
- Some learners may prefer to point to emojis rather than use verbal communication – make sure that some are available for this activity.
- Learners working at a higher level may like to broaden their range and explore emotions such as ‘excited’, ‘nervous’ or ‘bored’.