

Crystals of Kaydor Lesson Plan #1

Decoding Emotions Activity

TERM 2014

LOCATION G+L+S

PROGRAM VideoGames and Learning

Overview of Lesson This activity will reinforce some of the main ideas players will learn from Game+Learning+Society's game "Crystals of Kaydor". Participants will draw a random emotion card from a stack and interact with their peers while portraying that emotion, demonstrating that recognition of emotion and body language is essential to effective communication and understanding emotion and nonverbal cues is essential to interpersonal relations.

Materials Needed iPads with Crystals of Kaydor
Stack of index cards
Writing utensil
Masking tape
Timer (optional)

Content of Lesson Activity: After students have played Crystals of Kaydor to review what they've learned about emotional responses, list out the game's emotions happy, surprised, fear, disgust, sadness and anger. Working together as a class, compile a longer varied list of emotions. Encourage the class to be creative.

Possible emotions to include: annoyed, anxious, bored, calm, cautious, confused, alert, curious, depressed, scared, embarrassed, aggressive, goofy, furious, frustrated, ambitious, enthusiastic, envious, hyper, passionate, insecure, irritated, lazy, needy, offended, paranoid, peaceful, worried, vengeful, tired, sweet, shocked, selfish, kind, pessimistic, etc.

Once the class has compiled a satisfying list, write one of the emotions on each of the index cards. See *below*. You will want enough index cards for each student and teacher in the class.

aggressive

peaceful

envious

Compile the index cards and fan them out face down. Have every student blindly select an index card. Instructors should play along also. The emotion selected will be the emotion you must portray, *in body language, actions, tone of voice, in response to questions*, during the round.

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Provide the class with a discussion topic. Examples may include; the weather, holiday plans, or even how to make a sandwich. Allow students to also contribute potential discussion topics. Students will walk around the room and meet with someone to engage in discussion. During the discussion, the students must each portray their emotion. Only if both students are completely confident that they know each other's emotion may they switch partners and again engage in discussion. It may be helpful to keep a timer for 2 minutes to determine the end of a round. At the end of each round, each partner will guess the other's emotion and reveal the answer on their note cards to one another. Complete several rounds.

Follow up: After the activity has concluded bring everyone together for group discussion questions.

- What clues helped you figure out your peer's emotion? *Body language, tone of voice, responses to discussion topic...*
- Did anyone mistake their peer's emotion? If so, how come? *The emotions happy and excited seem really similar, sometimes it's difficult to distinguish the two...My partner was sending mixed signals, she was responding to all of my questions positively, but her body language was telling me she was sad...*
- Think about a time your emotion(s) were misread, or you misread someone else's. What was the result? Turn and share your experience with the person next to you.

Additional challenge: Repeat the same process as above. However, when it comes time for students to blindly select an index card, DO NOT allow them to look at the emotion on their card. Attach a small piece of masking tape to the back and attach it to the student's forehead. Students will again walk about the room engaging in discussions with their peers, but instead of guessing their partner's emotion they must guess their own based on the reactions of their partner.

For example, if Student A has "excited" on his or her forehead and the partners are discussing the weather...

Student B: "Have you seen what the weather will be like this afternoon?"

Student A: "Yes, sunny with no clouds in the sky."

Student B: "Woah! Calm down! I can tell that you're really looking forward to something."

Student A might guess their emotion is excited or anxious based on the acting of Student B.

At the end of a round each partner should make a final guess before removing and viewing their index card.

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Learning Objectives Students will be able to portray an emotion in their body language, actions, tone of voice and response to questions.

Students will be able to interpret the emotions of others based on their partner's body language, actions, tone of voice and response to questions.

Students will be able to discuss and understand the various physical indicators of emotion and the implications of that emotion.

Social/Emotional Content

(MMSD-SELS) Students will recognize and label a variety of emotions and describe how they physically respond to them.

(MMSD-SELS) Students will identify how others are feeling based on facial expressions and body language.

(MMSD-SELS) Students will associate words and gestures with a variety of emotions expressed by others.

(MMSD-SELS) Students will recognize multiple points of view/perspectives of others.

*Madison Metropolitan School District- Social and Emotional Learning Standards.