



OSKAR & THE LAST STRAW What Am I Feeling?

Grade Levels: K-5

"Oh, what a rogue and peasant student am I! Is it not monstrous that a boy like me, but in a play, in a dream of theatre, could be forced to suffer as a dramatic conceit? And when I say suffering, I mean suffering. I don't you think you realize the depths of my suffering. So, I will have to demonstrate my suffering to you in the form of interpretive dance."

–Oskar

OBJECTIVE

- Students will identify how emotions manifest in their daily lives through embodying different emotions.
- Students will build awareness of how emotions affect their interactions with others and will learn to establish more healthy patterns of behavior.

MATERIALS

Black or white board; chalk or dry erase markers

PROCEDURE

1. Divide the board into three columns. Place one of following words at the top of each column. For students with more advanced vocabularies, use additional words from the list at the end of this document.

Mad

Sad

Happy

2. Instruct your students to create frozen pictures or statues with their bodies for each of the emotions listed on the board. Students may work individually or in small groups.
3. Have students share their frozen pictures with the rest of the class. As they watch, ask students to share what they see. Make sure they are specific with their observations (e.g., "Sally is slumping and frowning. She looks sad.").
4. Return to the board with the columns Mad, Sad, and Happy. Ask students to list words, phrases, or images that describe the emotion Mad. Write or draw these words, phrases, and images on the board in the Mad column. Students may come forward to draw pictures or write the words on the board themselves.
5. After a student lists a word, phrase, or image for the term Mad, have them share an example from their life of when they get mad. If a student gives a broad example (e.g., "I get mad when I can't go to the swimming pool"), ask him or her to verbalize specific reasons (e.g., "I hate to sit around all day, especially if it's hot" or "I want to become an

Olympic swimmer and need to practice”).

6. Building on the examples students share from their lives, discuss how emotions make people act certain ways. Share strategies on how students can make better decisions when emotions get the best of them.
7. Repeat Steps 6-8 for the emotions Sad and Happy.

ADDITIONAL WORD OPTIONS

Alone	Angry	Awkward	Bad
Bored	Blissful	Confused	Cranky
Confused	Depressed	Distant	Empty
Fear	Fair	Friendly	Gentle
Greedy	Hate	Hurt	Inferior
Joy	Kind	Lazy	Left Out
Neglected	Pleased	Powerful	Rejected
Respected	Silly	Small	Startled
Tense	Troubled	Tired	Unkind
Zesty			