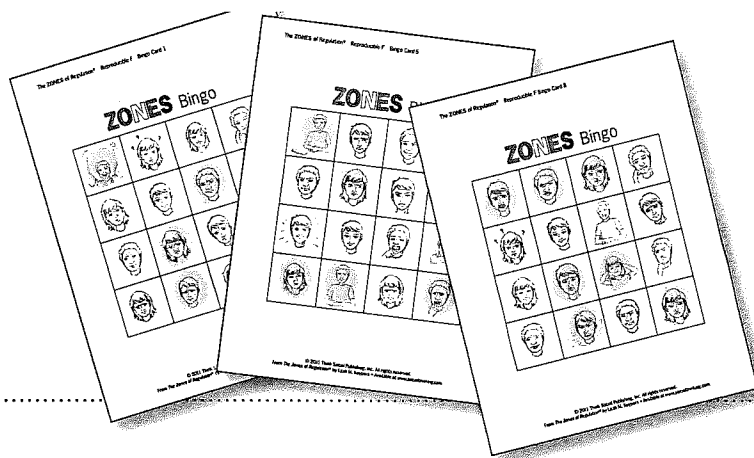


Lesson 2:

Zones Bingo



Overview

In this activity, students play bingo while they practice displaying and guessing the meaning of each other's facial expressions. This lesson is designed to offer students an enjoyable way to further work on recognizing different emotions and expand their emotions vocabulary. This lesson also provides you with an informal opportunity to see if students are able to accurately categorize the emotions into the respective zones.

Goals for this activity

- Student increase their vocabulary of emotions
- Students increase their recognition of facial expressions
- Students deepen their understanding of the zones

Materials

- Bingo markers; for example, daubers (special markers in different colors used for marking off bingo cards), construction paper squares, poker chips, pennies, etc. If possible, use markers in the four zone colors.
- Paper cutter or scissors
- Zones Bingo Cards (see Reproducible F), one card per student
- One copy of Zones Emotions (see Reproducible C)
- A container in which to put the Zones Emotions, such as a hat, jar, or bucket

Note to teacher: Displaying a variety of facial expressions can be difficult for many students who have challenges in self-regulation because their affect is often flatter and less animated than that of their peers.

Preparation

- If needed, make bingo markers for the students to use with their Zones Bingo Cards by cutting up a sheet of construction paper into 1" squares.
- Copy one Zones Bingo Card (see "Materials") for each student.
- Copy one set of Zones Emotions from Reproducible C, and then cut out each emotion picture and place them in the container.
- Distribute one Zones Bingo Card and a set of bingo markers to each student.
- Write the schedule on the board:
 1. Lead-in
 2. Zones bingo
 3. Wrap-up

Lead-in

1. Start off by making a dramatic facial expression and ask the students to guess how you are feeling. Continue to demonstrate different expressions, asking the students to guess what you are feeling until you can stump them.
2. Ask the students the following question:

Why is it important to know what someone's facial expression means?

Explain to the students how important it is to read facial expressions so they are better able to tell what other people are thinking and feeling. A facial expression gives a clue to what other people may be thinking so that we can adjust how we are acting based on that information.
3. Share with students the goals of the activity.

Activity

1. Explain to the students that they will play Zones bingo to practice recognizing facial expressions and to discover new emotions.
2. Call out names of emotions and allow students time to find the corresponding picture of the facial expression that matches the emotion. If bingo markers are available in each of the zone colors, have students mark the emotion with the corresponding color.

Note to teacher: If any students have difficulty finding the emotion, have another student demonstrate what the facial expression looks like.

3. You can assess student learning by seeing if they correctly match the emotion to the picture on their bingo card.
4. Have students continue to mark the pictures until a bingo is called. To check accuracy, have that student read back the emotions and identify into which zone each emotion falls.

Wrap-up

Conclude by asking students the following questions to assess learning through discussion:

- What new emotion or facial expression have you learned?
- Can you demonstrate it?
- Can you recognize what zone students or teachers are in by their facial expressions?
- How could reading someone's facial expression change how you interact with that person?

Emphasize again that a facial expression is a clue to what a person is thinking or feeling. When you can read what others are thinking, you can adjust your actions. Provide an example for the students by making a worried facial expression and asking the students how they would react. Invite other students to make facial expressions and continue to have their classmates reply how they would react.

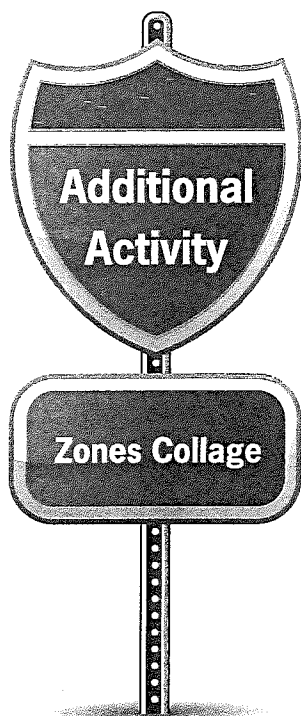
Ways to generalize learning

- Ask students throughout the week to make guesses about what zone people they observe are in based on each person's facial expression.
- Have students practice in a mirror making different facial expressions that match different emotions. This can be done at home during grooming activities with parents.

Additional learning activity for Lesson 2

Zones Collage (Idea contributed by Estelle Garcia)

Have the students look through magazines and cut out examples of people experiencing different emotions. Provide each student with a copy of the Zone Labels (Reproducible D), and ask them to glue each label onto



construction paper with the corresponding color. Have students sort the pictures from the magazine that they cut out into the four zones. You can assess students' understanding of the zones and facial expressions by seeing if they sort the pictures onto the corresponding zones. Once checked for accuracy, have students glue the pictures into the zones. For further reinforcement, have students write the emotion the person is showing next to each picture. Display collages where students can continue to refer to them.