



Overview

The children should be able to recognise a range of emotions as they are presented in the media and understand that we react emotionally to some advertisements.

Learning Intentions

Language and Literacy: Talking and Listening

- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.

PD&MU: Strand 1 - Personal Understanding and Health

Self Awareness:

- Beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being.

PD&MU: Strand 2 - Mutual Understanding in the Local and Wider Community

- Being aware of who and what influences their views and feelings and behaviour.

Thinking Skills and Personal Capabilities

Managing Information

- Record information in a variety of formats.
- Begin to identify audience and purpose when communicating.

Being Creative

- Experiment and investigate real life issues.

Teacher's Notes

Our emotions are part of who we are and we can feel lots of different emotions throughout the day. The media use emotions all the time, so we can relate to what we're seeing, watching and hearing.

Resources

- **Interactive Activity:** What is the Emotion?
- **Activity 4.1:** Draw the Expressions
- **Video:** The Message and Emotion behind the Media



Introduction

Feelings

- Ask the children:
 - Can they name any emotions that they might feel?
The children may suggest happy, sad, worried, angry, bored, interested, surprised, scared.
 - When would they feel happy, sad, worried, angry, bored, interested, surprised, scared?
 - What would the expression on their face look like if they felt happy, sad, worried, angry, bored, interested, surprised, scared?

The teacher could model the expression on their face if they felt happy, sad, worried, angry, bored, interested, surprised, scared.

Learning Intention

- Begin to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being (PD&MU).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - Back to Back (CCEA, Active Teaching and Learning, page 8).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Drama Techniques (CCEA, Active Teaching and Learning, page 24).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf

And/or

- Select from or combine elements of the following activity packs from Living, Learning Together (CCEA):
 - ‘Feeling Good, Feeling Sad’ (Year 3).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp
 - ‘Difficult Feelings’ (Year 4). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp

Development

1. What is the Emotion? Interactive Activity

- Play the **What is the Emotion?** interactive activity from the MediaWise website, www.MediaWiseNI.com, which focuses on the emotions: happy, sad, angry and worried.
- Ask the children:
 - To guess what emotion each child is expressing on their face
 - To guess why these children may be feeling such emotions
 - To mimic the emotions they see on the screen, and to explain when they have felt these emotions.
- Explain:
 - Advertisements are designed so that we react emotionally to them.

Interactive Activity





Development Continued

2. Feelings Activity

- Ask the children to show the expression on their face that would they associate with the following:
 - Getting a new toy from a friend
 - Having a head cold
 - Winning a sports match
 - Getting too much homework
 - Getting new clothes
 - Reading a new book.

For each facial expression, the children should also name the emotion.

- Use **Activity 4.1** to draw the expression of the children on the advertisement.

Activity 4.1



Learning Intention

- Record information in a variety of formats (TS&PC).

Development of Learning Intention

- Use Thinking Cards Set 1: 1.10 Presenting Information to allow the children to explain why this may be an effective way of recording the information. Allow the children to suggest other ways in which the information could be recorded effectively. Rather than using only Activity 4, encourage the children to present the facial expression information in a variety of ways. http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
- Add these suggestions to the running list of all the suggestions for presenting information on an Interactive Whiteboard or flipchart (started in Lesson 1).

- When the children have completed the activity, allow time for the children to share their work with the class and explain why they chose those emotions.

Learning Intention

- Begin to identify audience and purpose when communicating (TS&PC).

Development of Learning Intention

- Thinking Cards Set 1 : 1.28 Were your ideas clear? (CCEA):
 - Use this card after the children have completed their activity to evaluate their chosen response to the activity.
 - The card could be used as a pair discussion or to scaffold a whole class discussion of responses. http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp



Development Continued

3. The Message and Emotion Behind the Media Video

- Play **The Message and Emotion Behind the Media** video from the MediaWise website, www.MediaWiseNI.com.
- Pause the video and ask the children if they have seen anything that advertisers might use to make them feel an emotion in relation to a product.
- The children might suggest:
 - Logos and brand name
 - Visuals including images and colours
 - Language / words
 - Characters and animals
 - Sound and music
 - Celebrities
 - Special offers such as free gifts, money off , Buy one get one free, supersize, 50% extra or movie tie ins.

Video



Plenary

1. After the video ask the children if they saw or heard any new information.

- Explain to the children that they will continue to learn about feelings and the media, but in the mean time they should keep an eye and ear out for any media messages that they see and hear, and to think how they make them feel.
- Remind the children that advertisements are designed so that we react emotionally to them.

Learning Intention

- Be aware of who and what influences their views and feelings and behaviour (PD&MU).

Development of Learning Intention

- Select from or combine elements of the following activity packs and individual activities from Living, Learning Together (CCEA):
 - ‘Feeling Good, Feeling Sad’ (Year 3).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp
 - ‘The Real Me’ – Activity 2 (Year 4).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp
 - ‘Friendships’ – Activity 1 (Year 4).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp
 - ‘Who Influences Me’ (Year 4).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp

2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.