



FORUM
THEATRE &
EDUCATION



E.MO.JI

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INTRODUCTION



The primary purpose of the **teacher's pack** is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of **"E.MO.JI"**.

The pack has been designed as a tool to help students understand the play, learn new **vocabulary** and improve their listening and speaking skills. Once they have done the **activities**, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The **audio material** contains some introductory elements where you'll find texts corresponding to the **plot synopsis** and the **characters**, some **dialogues** from the play and the **original songs** performed in the play. Also, you'll find some suggested activities we recommend you do before the play, **Pre-play activities** and some **Post-play activities** which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, **expressions** and **grammatical** structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding **student worksheets**, if the activity requires them. Some of the activities have an extension part (**Extension-Activity**) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play **"E.MO.JI"**.

AUDIO **"E.MO.JI"** (TRACK 1 TO 6):

1. **Listening.** The World of Emojis
1. **Listening.** Emoji's and Risks
2. **Dialogue 1.** Rob and Mary at the Station
3. **Dialogue 2.** I have to go
4. **Dialogue 3.** Laura
5. **Song .** "Good Vibrations" by Ricky Reed

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack. We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

DEAR TEACHER, IN THE TEACHER'S PACK THAT YOU HAVE NOW IN YOUR HANDS, THERE ARE ACTIVITIES SO YOU CAN PREPARE ALL THE STUDENTS WHO WILL ATTEND THE PERFORMANCE. YOU ARE THE BEST ONE TO DECIDE WHICH ACTIVITIES YOU THINK ARE MOST ADAPTED TO THE LEVEL OF YOUR STUDENTS. IN ANY CASE, WE RECOMMEND THAT YOU ALWAYS LISTEN TO THE SONGS AND THE LISTENINGS, AND THAT YOU WORK ON THE VOCABULARY IN CLASS, AS WELL AS THE STORY SO THAT THE STUDENTS UNDERSTANDING WILL BE COMPLETE. THANK YOU FOR TRUST IN US ONCE AGAIN.

SINCERELY, FORUM THEATRE AND EDUCATION.

CONCEPTUAL CONTENTS



The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials of "E.MO.JI", will allow you to study in depth the following conceptual contents:

LISTENING

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students' ear and encourage them to repeat all they hear in English. Reading and Writing: There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

GRAMMAR:

The teaching materials in "E.MO.JI", will allow you to study the following conceptual contents in depth: Possessive pronouns (my, your, his...) - Interrogative pronouns (wh- questions)

-Saxon Genitive

-Irregular Comparatives - Irregular Superlatives

-Have got (affirmative, negative, interrogative + contractions)

-Simple Past (in all its forms) – Past Continuous

-Quantifiers (how much / how many)

-Modal verbs (can, must, could, should) – Imperatives

-Future (present continuous with future meaning)

-Word order

-There was /There were

CONVERSATION:

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair-work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

-List of regular and irregular verbs – Regular and irregular plurals

-Prepositions of place (on, in, under...) - Adverbs of quantity (very, really, absolutely, quite, a bit...)

-Word stress

-Be going to

-Future (will)

-Adverbs of degree (much, so much, too little...)

-Like + gerund or noun

-Prepositions of movement (from, to...)

·LISTENING

·THE WORLD OF EMOJIS·

·TRACK 01



Definition:

An emoji is a Japanese term referring to small images or ideograms used in digital media—such as computers and mobile phones—to quickly and directly represent emotions, ideas, feelings, and other concepts. These graphics, originally about 12×12 pixels in size, have evolved to include a wide range of expressions and objects, enriching digital communication.

What emojis are used for:

The use of emojis has grown exponentially in recent years, especially with the rise of social networks and messaging apps like WhatsApp, Messenger, and Telegram. Their popularity has reached such a level that, in many conversations, emojis outnumber written words. Emojis serve to:

Express emotions and feelings: They allow users to communicate emotions in a more visual and direct way than text, adding emotional nuance to messages.

Simplify communication: They help convey ideas and concepts concisely, reducing the need for lengthy explanations.

Add context: They help clarify the tone of a message, avoiding misunderstandings in written communication.

Difference between emoji, emoticon, and sticker:

Although they're often confused, there are clear differences between emojis, emoticons, and stickers:

Emoticons: Combinations of typographic characters used to represent basic facial expressions, such as 😊 for a smile. They are limited to expressing simple emotions.

Emojis: Graphic images or icons that represent a wide variety of objects, emotions, and concepts—beyond basic emotions. They are an evolution of emoticons, offering richer and more detailed representation.

Stickers: Larger and more detailed graphics than emojis, with no fixed size. They can express concepts in greater depth and are often used in messaging apps to add a personal and creative touch to conversations.

Emojis in digital marketing:

Emojis have caught the attention of digital marketing professionals, who have recognized their potential to enhance communication and engagement with customers. Their use in digital marketing offers several benefits:

Attraction and engagement: Emojis make content more entertaining and visually appealing, capturing users' attention and encouraging interaction.

Message reinforcement: Emojis can complement and reinforce the main message, helping it stick better in the user's mind.

Differentiation: They add a touch of originality and creativity to communications, helping brands stand out in a crowded information landscape.

However, it's important to use emojis wisely. In formal or professional contexts, they may be considered inappropriate and reduce the seriousness of the message. Brands should carefully assess when and how to use emojis to maintain consistency with their image and communication tone.

Popular resources for getting emojis:

Unicode Emoji Charts: Provided by Unicode, this resource offers a comprehensive list of all standard emojis, organized by category. It's a great reference for developers and designers interested in implementing emojis.

Emojipedia: A complete source for exploring and discovering the meaning of all emojis. It offers detailed descriptions of each emoji, examples of use, and updates on new emoji releases.

Get Emoji: A simple site that allows users to easily copy and paste emojis on any platform. Ideal for those who want quick access to a wide range of emojis without installing additional apps.

EmojiCopy: Provides a clean interface to select and copy emojis, allowing users to customize size and background colour before copying. Useful for those seeking more personalization in their emoji use.

·LISTENING

·-EMOJI'S AND RISKS-

·TRACK 02



·Emoji's and risks: teenage digital language exposed

Emoji's have transformed the way we communicate, especially among teenagers. Although at first glance they appear to be simple drawings, they have actually evolved into a complex language that can contain dangerous messages. Have you ever wondered what those icons your children use every day really mean? In this article, we'll explore how young people use emoji's to convey messages about sex, drugs, violence, and more. We'll also discuss how educators and parents can stay ahead of this emerging phenomenon. This knowledge is crucial for navigating the digital world in which children operate.

·Emoji's: A coded language for young people

In today's digital environment, emoji's are not limited to mere embellishments. They are evolving into an emotional dictionary that allows teens to express feelings and thoughts in more subtle ways. The new "emoji chart" developed by ForWorking Parents is designed to help understand this new language. This chart classifies emoji's into various categories, showing how they are used in contexts that may be alarming to adults.

Emoji's like and are often associated with sexual innuendo, while and are related to drug use. Other symbols, like and , can denote violence or self-harm. It is essential for parents and educators to understand these meanings in order to communicate with their children more effectively.

·Challenges in cyber prevention

The use of emoji's poses a significant challenge in the field of cyber education and online crime prevention. This is because young people use them to hide sensitive messages. Can you imagine a simple emoji being able to conceal a message about risky activities? For teens, this is a way to protect their privacy from adults. However, for security experts, it represents a new opportunity for dangerous messages to be expressed.

Therefore, it is essential that educators and parents be aware of this transformation in youth communication. Excessive control is not the answer; instead, education based on understanding and communication should be encouraged.

·Connections with extreme ideologies

One of the most disturbing aspects of this trend is the relationship between emoji use and extremist movements, such as incel culture. What began as a fringe group has evolved, and some individuals now use emojis as symbols of recognition. This use of codes allows members of these communities to communicate undetected, which can result in the spread of toxic ideologies.

It's alarming to think that a simple icon can represent a connection to groups that promote violence. Therefore, it's important for adults to be aware of how these symbols are used in communication with young people.

·LISTENING

·EMOJI'S AND RISKS-

·TRACK 02



·Representation in the media

Recently, the British series “Adolescence,” available on Netflix, highlighted this phenomenon by showing how a typical teenager uses emoji’s to conceal violent messages. The series has served as a wake-up call for parents and teachers, urging them to pay more attention to young people’s digital interactions.

Reflecting these realities in the media can help open dialogues at home and in the classroom about the use of emoji’s and their meaning.

Strategies for educators and families

From an educational perspective, it’s essential that the response isn’t prohibition, but rather the promotion of open communication. Here are some suggestions:

-Promote digital literacy : Teach them to interpret and use emojis responsibly.

-Create safe spaces for dialogue : Allow young people to feel comfortable expressing their concerns.

-Collaborate with schools : Participate in workshops on cybersecurity and the use of emoji’s.

-Implement ethical monitoring tools : This can help identify risky behaviour without invading minors’ privacy.

A language in constant evolution

It’s crucial to understand that emoji’s aren’t inherently dangerous. Rather, their meaning depends on the context in which they’re used. In the hands of a generation comfortable with visuals, these icons become powerful tools for communication.

Therefore, rather than being alarmed by its use, it’s important to observe the context and content of conversations. Understanding this symbolic language is vital to supporting young people in their digital development, ensuring their online experience is safe and positive.



·DIALOGUE 1.

·ROB AND MARY AT THE STATION-

·TRACK 03



Rob waiting at the Station.

Rob. Hi Mom, it's me. Rob. I'm at the train station. Where are you? I hope you haven't forgotten I was coming. Anyway, call me back and well, I'll just keep waiting here for you. Call me, please.

**A girl crosses the stage and stands waiting.
Rob sees her.**

Rob. Hey! Hand waves emoji.

Mary. Yeah? Confused emoji.

Rob. Mary?

Mary. What? Confused emoji.

Rob. I mean, is your name Mary or am I confused. Confused emoji.

Mary. Yes, that's my name. Who are you? Confused emoji.

Rob. Rob.

Mary. Ah ok! Eyebrow raised emoji

Rob. Wait.

Mary. Yeah? Eye rolling emoji.

Rob. Mary Melon, from the London Institute. Thinking emoji.

Mary. Am I still wearing my name tag? Covering face emoji.

Rob. What, ohh, haha, no. I'm Rob. Bead of sweat smiling emoji.

Mary. You already said that. Sideways eyes emoji.

Rob. Rob Rennie.

Mary. Nice to meet you.

Rob. I went to France on Erasmus. French Flag Emoji.

Mary. Really?

Rob. One year.

Mary. And?

Rob. What?

Mary. Did it go well?

Rob. Yeah, pretty good, I've seen Paris, Marseille and Bordeaux ... I've eaten snails, crepes, and croissants.... And you?

Mary. Well, I haven't done any of that, I just stayed in...

Rob. ... London. British flag emoji.

Mary. Yeah. Well, it was nice to see you again Rob, but I have to go...

Rob. Back to London? British flag emoji.

Mary. No.

Rob. Oh, where are you going? Thinking emoji.

Mary. I'm on a quest to find the perfect emoji (holding up two emoji cards) But finding it is like trying to find a needle in a haystack. (pauses, then adds humorously) Except the needle is your true feelings, and the haystack is a million tiny cartoon faces. (she gestures dramatically to the cards)

Rob. (looking up, smirking). Oh that gets me too, I get so confused with all the emojis there are. So, what's the best one for you? The happy face or the sad face?

Mary. (pulling a face). Oh, please! Look at these options! (holds up various cards) Sure, the happy face is cute and all, but it's like saying, "I'm fine!" when really, I just binge-watched a whole season of Wednesday and cried over all the fictional characters.

·DIALOGUE 2.

·I HAVE TO GO-

·TRACK 04



The actor –Danny- eventually comes out from behind the structure and looks sadly at the actress –Laura-.

Laura. Are you okay?

Danny. No.

Laura. Can I help?

Danny. Just I, I'm sorry, I can't do this. I can't do the show. I'm really sorry.

Laura. What do you mean?

Danny. You heard me, I can't do it.

Laura. But everyone's here Danny. At least give me a reason.

Danny. Look, I said I can't do it and that's okay. Just leave it.

Laura. You're crazy, the company will fire you.

Danny. So what? What do I care?

Laura. You might not care but you signed a contract, Danny.

Danny. I know, Laura, but I can't do this right now, okay.

Laura. But what's up? What happened!

Danny. Nothing.

Laura. Then, I don't understand.

Danny. I can't do this right now. That's all. I can't think.

Laura. Why don't you call Forum? Maybe they will understand if you just explain.

Danny. What do you mean understanding? Why should I.

Laura. Look, you can't do this Danny. The audience is here. I'm here. The technician is in the box. You can't do this.

Danny. Yeah well ... I'm very sorry for them, really. (To the audience) guys, I'm really sorry but you are not going to see "Emoji" today. I'm so sorry.

Laura. And that's it? You think that makes everything ok? And what about the teachers who have gone through all the activities in the teachers' pack and the commercials in the office who have sold the show? Eduard and Concha are not just going to fire you, they are going to fire me too!

Danny. Oh, stop it, Laura, just leave it. Just keep your emotional blackmail to yourself.

Laura. Emotional blackmail? Danny, Come on. Look, let's just do the show and after you can explain to me what has happened that's so bad. Okay?

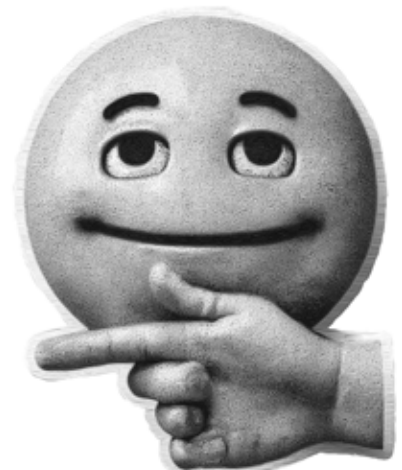
Danny. Laura, I can't. How are you not getting this.

Laura. Just give me a reason then.

Danny. I'm not going to talk about my private life in front of everyone, got it?

Laura. Yes, I get it, but theatre is your job and also a part of your life, being in front of people is normal. Sharing is normal.

Danny. It's not the same when something happens before the show that ruins a part of your life ... and...., I just.... look, Laura, sorry, but I have to go.



·DIALOGUE 3.

-LAURA-

·TRACK 05



Laura:

Finding the perfect emoji is like trying to find a needle in a haystack. *(pauses, then adds humorously)* Except the needle is your true feelings, and the haystack is a million tiny cartoon faces. *(She asks the volunteer to hold up 2 emoji cards, the fun here is that when the volunteer makes mistakes the faces and actions Laura does are hilarious to watch and she gets frustrated with the volunteer)* I mean, look at these options! Happy face, sad face, but then you also have angry face... And don't forget the "I'm pretending to be happy but really I'm dead inside" face! *(mimics the emoji being held up by the volunteer dramatically, rolling her eyes and then she walks to the other side of the stage)* But it's not just about picking a face! No, no! It's about context. You can't just slap an emoji on a message like it's a sticker on a school folder. *(pauses)* Well, you could, but then you'd be a monster! *(mock gasps and gets the volunteer to mock gasp too)* Let's say your best friend just got dumped. *(dramatic pause)* Do you send the crying face? Or the broken heart? *(raises an eyebrow but can't really do it so gets the volunteer to do it)* Or do you go full-on Shakespearean tragedy and send the skull? *(mimics holding a skull)* "To be or not to be... sad!" *(She stops, looking thoughtful)* But what if they're not that sad? What if they're just... mildly upset, like when you realize your favourite series Wednesday, got canceled? *(sighs dramatically)* That's when you need the "slightly frowning face" or the "face palm" emoji. *(Mimics the face palm emoji and then she leans in, lowering her voice as if sharing a secret with the volunteer)* And don't even get me started on the love emojis. *(the volunteer holds up a heart emoji card)* Do you send the red heart? The pink heart? The heart with sparkles? *(throws hands up in exasperation and gets the volunteer to repeat)* It's like your mom trying to choose her favourite child! *(She straightens up, her expression serious again.)* But here's the real kicker. *(dramatic pause)* What if you send the wrong emoji? *(gasps)* You could ruin a friendship, a relationship, or even a group chat! *(She takes a deep breath, as if calming herself.)* In the end, it's not just about the emoji. It's about connection. *(pauses, looking out at the audience)* It's about saying, "Hey, I see you. I feel you. I'm here for you." *(She smiles softly, looking down at her phone.)* So maybe, just maybe, the perfect emoji isn't a face at all. *(looks up, eyes sparkling)* Maybe it's the one that makes you feel understood. *(She holds her phone up, as if presenting it to the audience.)* And that, my friends, is the ultimate quest. *(with a wink)* Now, if only I could find the emoji that says, "I'm still figuring it all out." *(She shrugs, a playful smile on her face.)* Guess I'll just have to keep scrolling.

·SONG.

·GOOD VIBRATIONS·

·TRACK 06



The Search for Happiness in “Good Vibrations” by Ricky Reed (from “The Emoji Movie”)

The song “Good Vibrations” by Ricky Reed is an anthem of positivity and the enjoyment of life despite difficulties. The lyrics describe the feeling of being trapped in routine and monotony (“Sometimes my life is like an ocean / And I feel like I’m just going through the motions”), yet at the same time, they celebrate the conscious decision to focus on the positive and on the “good vibrations” that life has to offer.

The chorus (“Sing off key / Dance with two left feet / Won’t let nobody / Take my happy from me”) is a call to live with authenticity and joy, without worrying about perfection or what others think. The references to singing off-key and dancing clumsily symbolize freedom of expression and the importance of valuing happy moments, regardless of imperfections. The repetition of “It’s good vibrations” reinforces the idea that, despite problems, one can choose to vibrate positively.

The song also includes a metaphor with the tambourine (“Don’t you take my tambourine / But if you do, you better shake it”), which can be interpreted as an invitation to take an active role in creating one’s own happiness. Instead of allowing others to dictate how to feel, Reed encourages taking control and “shaking” life with enthusiasm and optimism.

In short, “Good Vibrations” is an ode to the joy of living and to resilience in the face of adversity, inviting listeners to find their own happiness and hold onto it against all odds.

Good Vibrations Ricky Reed LYRICS

Sometimes my life is like an ocean
And I feel like I’m just going through the motions
My head is racing down a highway
I don’t know where I’m going, but it’s my way
That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it again
Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just, I might just, I might just
Sing off key
Dance with two left feet
Won’t let nobody
Take my happy from me
Not a care in the air
When you’re doin’ that there



·SONG.

·GOOD VIBRATIONS-

·TRACK 06



To the kick, kick, snare
It's good vibrations
Da, da - Da, da, da - Da, da
It's good vibrations
I feel so breezy when I'm coastin'
When I want to get away from my emotions
I live my life like no one's watching
Find myself in a world I felt so lost in
That's when I stop trippin'
Thinking 'bout what I'm missing
I feel so good I might just say it again
Just wanna stop trippin'
Thinking 'bout what I'm missing
I feel so good I might just, I might just, I might just
Sing off key
Dance with two left feet
Won't let nobody
Take my happy from me
Not a care in the air
When you're doin' that there
To the kick, kick, snare
It's good vibrations
Da, da - Da, da, da - Da, da
It's good vibrations
Da, da - Da, da, da - Da, da
It's good vibrations
Don't you take my tambourine(x2)

Don't you take my tambourine
But if you do, you better shake it
You better shake it
Don't you take my tambourine
Don't you take my tambourine
But if you do, you better shake it
You better shake it
That's when I stop trippin'
Thinking 'bout what I'm missing
I feel so good I might just say it again
Just wanna stop trippin'
Thinking 'bout what I'm missing
I feel so good I might just, I might just, I might just
Sing off key
Dance with two left feet
Won't let nobody
Take my happy from me
Not a care in the air
When you're doin' that there
To the kick, kick, snare
It's good vibrations
Da, da -Da, da, da - Da, da
It's good vibrations
Da, da -Da, da, da - Da, da
It's good vibrations
You got that good, good vibe on
You got that good, good vibe, yeah (x2)

MEET THE CHARACTERS

-TEACHERS AND STUDENTS-



Laura

25, dedicated, resilient actress.

Laura is responsible, empathetic, and quick-thinking, able to adapt when things go wrong.

Danny

-25, actor who struggles with personal issues that interfere with his professional life. Sensitive and easily overwhelmed.



Mary

-Mid to late twenties. Energetic, witty, and expressive. Mary is skilled at interpreting emotions through emoji's and uses humour to navigate social interactions.



Rob

Mid Twenties. Young, curious, and a slightly awkward character returning from an Erasmus program in France. He's playful and reflective, using humour and emoji's to express himself.



·PRE-PLAY ACTIVITY 1

·THE MEANING OF EMOJIS-

·TEACHERS



Below, we present some very well-known and commonly used emojis.
Match each emoji with its correct meaning (by choosing the right definition in each case).

1-Smiling face with open mouth and eyes.



Meaning-*Great happiness*

2-Smiling face with one hand covering the mouth.



Meaning-*Shy laugh or surprise; timidity*

3-Expressionless face.



Meaning-*Boredom or indifference*

4-Red face.



Meaning-*Upset or angry*

5-Smiling face with one eye larger than the other.



Meaning-*Crazy, gives the impression of being a bit mad*

6-Upside-down face.



Meaning-*Something silly or absurd; sometimes also sarcasm*

7-Person shrugging shoulders.



Meaning-*Indifference or lack of knowledge*

8-Rose.



Meaning-*Romance, a special occasion*

9-Monkey covering its eyes.



Meaning-*Doesn't want to see, disbelief; part of the Three Wise Monkeys proverb "See no evil, hear no evil, speak no evil."*

10-Dancer.



Meaning-*Happiness, excitement*

11-Four-leaf clover.



Meaning-*Wishing good luck*

12-Broken heart.



Meaning-*Pain from a loss, disappointment, nostalgia*

13-Hands together.



Meaning-*Prayer, plea, or gratitude*

14-Hand with thumb and index finger forming a circle.



Meaning-*Okay, agreement*

15-Flexed biceps.



Meaning-*Strength or being fit*

16-Index finger pointing upward.



Meaning-*Number one, or drawing attention to something above the emoji*

·PRE-PLAY ACTIVITY 1

·THE MEANING OF EMOJIS-

·STUDENTS·



Below, we present some very well-known and commonly used emojis.
Match each emoji with its correct meaning (by choosing the right definition in each case).

1-Smiling face with open mouth and eyes.



Meaning.....

2-Smiling face with one hand covering the mouth.



Meaning.....

3-Expressionless face.



Meaning.....

4-Red face.



Meaning.....

5-Smiling face with one eye larger than the other.



Meaning.....

6-Upside-down face.



Meaning.....

7-Person shrugging shoulders.



Meaning.....

8-Rose.



Meaning.....

9-Monkey covering its eyes.



Meaning.....

10-Dancer.



Meaning.....

11-Four-leaf clover.



Meaning.....

12-Broken heart.



Meaning.....

13-Hands together.



Meaning.....

14-Hand with thumb and index finger forming a circle.



Meaning.....

15-Flexed biceps.



Meaning.....

16-Index finger pointing upward.



Meaning.....

MEANINGS – choose from the following–

-Crazy, gives the impression of being a bit mad

-Happiness, excitement

-Great happiness

-Okay, agreement

-Strength or being fit

-Wishing good luck

-Something silly or absurd; sometimes also sarcasm

-Shy laugh or surprise; timidity

-Number one, or drawing attention to something above the emoji

-Upset or angry

-Doesn't want to see, disbelief; part of the Three Wise Monkeys proverb "See no evil, hear no evil, speak no evil."

-Indifference or lack of knowledge

-Boredom or indifference

-Prayer, plea, or gratitude

-Pain from a loss, disappointment, nostalgia

-Romance, a special occasion

·PRE-PLAY ACTIVITY 2

·FILL IN THE GAPS·

·TEACHERS·



Students must listen to track 06 corresponding to SONG “GOOD VIBRATIONS” by Ricky Reed and fill in the blanks with the correct words in order to complete the lyrics of the song.

SONG. GOOD VIBRATIONS by Ricky Reed

Sometimes my life is like an **ocean**
And I feel like I’m just going through the motions
My **head** is racing down a highway
I don’t know where I’m going, but it’s my way

That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it **again**
Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so **good** I might just, I might just, I might just

Sing off **key**
Dance with two left **feet**
Won’t let nobody
Take my **happy** from me
Not a care in the **air**
When you’re doin’ that there
To the kick, kick, snare
It’s good **vibrations**

Da, da - Da, da, da - Da, da
It’s good **vibrations**

I feel so **breezy** when I’m coastin’
When I want to get away from my **emotions**
I live my life like no one’s watching
Find myself in a **world** I felt so lost in

That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it **again**
Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so **good** I might just, I might just, I might just

Sing off **key**
Dance with two left **feet**
Won’t let nobody
Take my **happy** from me
Not a care in the **air**

When you’re doin’ that there
To the kick, kick, snare
It’s good **vibrations**

Da, da - Da, da, da - Da, da
It’s good **vibrations**
Da, da - Da, da, da - Da, da
It’s good **vibrations**

Don’t you take my **tambourine**(x2)
Don’t you take my **tambourine**
But if you do, you better shake it
You better shake it
Don’t you take my **tambourine**
Don’t you take my **tambourine**
But if you do, you better shake it
You better shake it

That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it **again**
Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just, I might just, I might just

Sing off **key**
Dance with two left **feet**
Won’t let nobody
Take my **happy** from me
Not a care in the **air**
When you’re doin’ that there
To the kick, kick, snare
It’s good **vibrations**

Da, da -Da, da, da - Da, da
It’s good **vibrations**
Da, da -Da, da, da - Da, da
It’s good **vibrations**

You got that good, good vibe on
You got that good, good vibe, yeah (x2)

WORDS:

**BREEZY – KEY – AGAIN – EMOTIONS – HAPPY – OCEAN – TAMBOURINE – VIBRATIONS
HEAD – AIR – FEET – GOOD – WORLD**

·PRE-PLAY ACTIVITY 2

·FILL IN THE GAPS·

·STUDENTS·



Students must listen to track 06 corresponding to SONG “GOOD VIBRATIONS” by Ricky Reed and fill in the blanks with the correct words in order to complete the lyrics of the song.

SONG. GOOD VIBRATIONS by Ricky Reed

Sometimes my life is like an
.....
And I feel like I’m just going through the motions
My is racing down a
highway
I don’t know where I’m going, but it’s my way

That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it
.....

Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so I might just, I
might just, I might just

Sing off
Dance with two left
Won’t let nobody
Take my from me
Not a care in the
When you’re doin’ that there
To the kick, kick, snare
It’s good

Da, da - Da, da, da - Da, da
It’s good

I feel so when I’m
coastin’
When I want to get away from my
.....
I live my life like no one’s watching
Find myself in a I felt so
lost in

That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it
.....
Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so I might just,
I might just, I might just

Sing off
Dance with two left

Won’t let nobody
Take my from me
Not a care in the
When you’re doin’ that there
To the kick, kick, snare
It’s good

Da, da - Da, da, da - Da, da
It’s good vibrations
Da, da - Da, da, da - Da, da
It’s good

Don’t you take my (x2)
Don’t you take my
But if you do, you better shake it
You better shake it
Don’t you take my
Don’t you take my
But if you do, you better shake it
You better shake it

That’s when I stop trippin’
Thinking ‘bout what I’m missing
I feel so good I might just say it
.....
Just wanna stop trippin’
Thinking ‘bout what I’m missing
I feel so I might just, I
might just, I might just

Sing off
Dance with two left
Won’t let nobody
Take my from me
Not a care in the
When you’re doin’ that there
To the kick, kick, snare
It’s good

Da, da -Da, da, da - Da, da
It’s good
Da, da -Da, da, da - Da, da
It’s good

You got that good, good vibe on
You got that good, good vibe, yeah (x2)

WORDS:

BREEZY – KEY – AGAIN – EMOTIONS – HAPPY – OCEAN – TAMBOURINE – VIBRATIONS
HEAD – AIR – FEET – GOOD – WORLD

·PRE-PLAY ACTIVITY 3

·QUESTIONS ABOUT THE LISTENINGS · ·TEACHERS·



Students should listen to the audio recordings –Tracks 01 and 02– and answer the following questions:

1. The term EMOJI, what does it refer to?

It is a Japanese term to small images or ideograms used in digital media to quickly and directly represent emotions, ideas, feelings, and other concepts

2. How many pixels does an EMOJI measure?

12x12

3. In which social media applications do we find EMOJIS?

In WhatsApp, Messenger, and Telegram

4.What are EMOJIS used for?

To communicate emotions

5. Are EMOJIS the same as emoticons and stickers?

No

6. What are EMOTICONS?

Combinations of typographic characters used to represent basic facial expressions

7.What are STICKERS?

Larger and more detailed graphics than emojis, without a fixed size

8. What is Emojipedia?

A comprehensive source to explore and discover the meaning of all emojis.
It provides detailed descriptions of each emoji

9. What has the new EMOJI chart been designed for?

To help understand this new language. This chart classifies emojis into various categories, showing how they are used in contexts that may be alarming to adults

10. In which British Netflix series do we see a teenager using EMOJIS to display violence?

In “Adolescence”

·PRE-PLAY ACTIVITY 3

·QUESTIONS ABOUT THE LISTENINGS·

·STUDENTS·



Students should listen to the audio recordings –tracks 01 and 02– and answer the following questions:

1. The term EMOJI, what does it refer to?

.....

2. How many pixels does an EMOJI measure?

.....

3. In which social media applications do we find EMOJIS?

.....

4. What are EMOJIS used for?

.....

5. Are EMOJIS the same as emoticons and stickers?

.....

6. What are EMOTICONS?

.....

7. What are STICKERS?

.....

8. What is Emojipedia?

.....

9. What has the new EMOJI chart been designed for?

.....

10. In which British Netflix series do we see a teenager using EMOJIS to display violence?

.....

·POST-PLAY ACTIVITY 1

-THE 25 MOST POPULAR EMOJIS WITH THEIR MEANINGS

·TEACHERS ·



1. **Face with tears of joy.** Meaning: extreme laughter or happiness 😄
2. **Smiling face with heart-shaped eyes.** Meaning: love or adoration 😍
3. **Rolling on the floor laughing.** Meaning: lots of laughter and joy 🤣
4. **Smiling face with smiling eyes.** Meaning: happy and positive 😊
5. **Loudly crying face.** Meaning: uncontrollable crying, either from pain or joy 😭
6. **Face blowing a kiss.** Meaning: expression of love 😘
7. **Grinning face with sweat.** Meaning: relief, nervousness, excitement, sweating from anxiety 😓
8. **Beaming face with smiling eyes.** Meaning: radiant happiness 😁
9. **Crying face.** Meaning: angry or hurt 😞
10. **Thinking face.** Meaning: considering or pondering something, reflecting on something 🤔
11. **Grinning face with smiling eyes.** Meaning: great happiness or excitement 😄
12. **Face with a zipper on the mouth.** Meaning: better not to continue talking 🗨
13. **Face with eyes rolled upward.** Meaning: boredom or sarcasm 🙄
14. **Winking face.** Meaning: joking or acting clever 🙊
15. **Smiling face.** Meaning: happy and positive 😊
16. **Hugging face.** Meaning: giving love and support or expressing enthusiasm 🤗
17. **Pensive face.** Meaning: thoughtful or remorseful 😔
18. **Smiling face with sunglasses.** Meaning: cool and self-confident 😎
19. **Smiling face with halo.** Meaning: angelic or innocent 😇
20. **Relieved face.** Meaning: calm or content 😌
21. **Face screaming in fear.** Meaning: scared or shocked 😱
22. **Smiling face with closed mouth and tongue out.** Meaning: enjoying food or joking 😋
23. **Face with a suggestive smile.** Meaning: seductive or mischievous 😏
24. **Face with a slight smile.** Meaning: happiness, but in an ironic sense 😏
25. **Smiling face with star-shaped eyes.** Meaning: surprised or pleasantly impressed 😍

ACTIVITY: We have suggested a series of emojis that, according to online lists, are the ones we use most frequently when having conversations on social media. We propose that you imagine and write a conversation on WhatsApp, Telegram, or any similar app, using as many emojis as possible in it. Then pass it on to a classmate and have them transcribe the entire conversation, that is, without using emojis, to see if it makes sense. Meanwhile, you will do the same with the conversation that any other classmate sends you. Do you dare? Let's see how well you can communicate using emojis.

POST-PLAY ACTIVITY 2

-CHECK YOUR UNDERSTANDING:

MULTIPLE CHOICE



A picture speaks a thousand words. And with over a thousand emoji pictures to represent our words, who needs to speak or write any more?! Let's take a closer look at the UK's fastest-growing language. According to Professor Vyv Evans of Bangor University, Emoji is the UK's fastest-growing language – evolving faster than any language in history. These little electronic images started life in Japanese mobile phones in the 90s and are now hugely popular. In the UK they are becoming more popular than internet abbreviations like 'lol' (laughing out loud), 'muah' (the sound of a kiss) or 'xoxoxo' (hugs and kisses). They have inspired fashion, like the real-life dress copied from the dancing lady emoji, and are even recognised as art! In New York's Museum of Modern Art you can now see the first set of the 176 original emojis. Why do we love them so much? We really seem to 'big red heart' emojis! But why? They allow us to personalise text and have fun as we express ourselves, make people laugh and be creative in how we use them. UK teenagers also told us they really appreciated the fact that emojis are quick and easy. '... they're quick to use instead of words and show hidden meanings.' Will, 15 'My favourite emoji is 'laughing face' because it saves you putting 'hahaha' or 'lol'.' Lucia, 15 'It's easier for lazy people.' Lucy, 15 'Yeah, cuz talking's effort.' Katy, 15 People also really identify with their favourite emojis. The emojis we choose can reflect our personality. What does your recently used emoji board say about you? Is it full of party poppers and smileys? Or unhappy faces? In the UK, the most used emojis are 'face with tears of joy', 'face blowing a kiss' and 'love heart'. Maybe (with emojis at least) the British are more fun and romantic than people think! You can also tell a lot about a culture from their emoji complaints. Until 2015 when the 'cheese wedge' arrived, British people were constantly complaining about the lack of cheese! Now, the addition of 'bacon' in 2016 means we're very close to a full English breakfast. Diversity and representation Getting the emoji you want can be a more serious problem than not finding exactly what you had for breakfast. Emojis do not always represent the people that use them. However, after many years of public anger and campaigning, things are changing. Instead of just cartoon-yellow people and faces, we now have the option for five different skin colours. Recent updates also included opposite gender pairs, so we have 'Mrs Father Christmas', a smartly dressed 'man in tuxedo', as a partner for the bride, and a 'dancing man', to match the dancing lady. Soon there will be a redhead emoji, by popular demand, and a woman wearing a headscarf, after German teenager Rayouf Alhumedhi campaigned for an emoji to represent her.

Emojis for campaigns Can emojis help to change society for the better? Did you know that the 'eye in speech bubble' or 'I am a witness' emoji represents speaking out about online bullying? It was created by Apple and the Ad Council for their 'I Am A Witness' campaign. Use it to say that someone's comment is rude and not OK, or to show someone that you're on their side when people are not treating them right. Companies such as McDonalds have also tried to use our love of emojis to their advantage. In their 'good times' campaign they use a series of emojis on a billboard to tell a story of a frustrating day given a happy ending by a visit to McDonalds. Unfortunately for McDonalds, the blank white space after the end of the story was too tempting for British graffiti artists. Can you guess what they added? That's right ... the vomiting emoji was a popular choice! The future of emojis What is the future of emojis? They are already shaping social media as existing and new platforms evolve to incorporate and respond to their use. Is emoji evolving so rapidly that it will soon compete with English as a global language? Or is technology changing so fast that emojis will soon be forgotten when the next big thing comes along? It is hard to predict and even technology and language experts are divided on the subject. What do you think? Keep your eyes open for new developments!

·POST-PLAY ACTIVITY 2

-CHECK YOUR UNDERSTANDING:

MULTIPLE CHOICE

·TEACHERS ·



ACTIVITY:

Circle the best answer to these questions.

1. Emoji ...

a. has more symbols than there are words in the English language.

b. is developing faster than any other language.

c. is still at a very basic stage.

2. Emojis have influenced ...

a. English vocabulary and pronunciation.

b. our messaging style and fashion.

c. art and architecture.

3. British teenagers say emojis help them ...

a. express their personalities and be creative.

b. tell stories in a funny way.

c. save time and effort.

4. The author suggests that the emojis you use most...

a. can reflect your personality.

b. change quickly with your mood.

c. are strongly influenced by your friends.

5. The UK's favourite emojis might show that British people...

a. are quite negative.

b. don't say what they mean.

c. are different from how they are perceived.

6. Apart from having no cheese emoji for a while, people have been angry about...

a. not all emojis being available in the UK.

b. emojis looking different on different platforms.

c. a lack of diversity in emojis.

7. A German teenager has successfully campaigned to add an emoji ...

a. woman with red hair.

b. woman with her hair covered.

c. woman who is boxing.

8. The 'I Am A Witness' emoji is used...

a. to encourage people to stand up to online bullies.

b. by teenagers to warn friends that their parents are in the room.

c. to say, 'Don't worry, I won't tell anyone'.

9. After the McDonalds advertising campaign that used emojis,...

a. a lot of people bought McDonalds.

b. McDonalds had to pay money for copyright reasons.

c. some graffiti artists had the last laugh.

10. The author suggests that...

a. Emoji will become more important than English.

b. it is difficult to know what will happen with emojis in the future.

c. the current excitement over emojis will not last long.

·POST-PLAY ACTIVITY 2

-CHECK YOUR UNDERSTANDING:

MULTIPLE CHOICE

·STUDENTS·



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MULTIPLE CHOICE

·STUDENTS



Circle the best answer to these questions.

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- a. Emoji will become more important than English.
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- c. the current excitement over emojis will not last long.

·POST-PLAY ACTIVITY 3

·CHECK YOUR GRAMMAR

·TEACHERS·



ACTIVITY 1: Write the word to fill the gaps.

- 1.Emoji is the UK's fastest-growing language – evolving faster _____ **THAN** _____ any language in history.
- 2.They have inspired fashion and are even recognised _____ **AS/IN** _____ art!
- 3.They allow us _____ **TO** _____ personalise text and have fun as we express ourselves.
- 4.They're quick to use instead _____ **OF** _____ words.
- 5.What does your recently used emoji board say _____ **ABOUT** _____ you?
- 6.Emojis do not always represent the people _____ **THAT/WHO** _____ use them.
- 7.The 'I Am A Witness' emoji was created _____ **BY** _____ Apple and the Ad Council.
- 8.Companies such _____ **AS** _____ McDonalds have also tried to use our love of emojis to their advantage.
- 9.Is technology changing _____ **SO** _____ fast that emojis will soon be forgotten?
- 10.It is hard _____ **TO** _____ predict the future of emojis.

ACTIVITY 2: Discussion.

- 1.Do you have a favourite emoji?

.....
.....
.....

- 2.Why do you like it?

.....
.....
.....

- 3.Is there an emoji that doesn't exist yet but you would like to have? Why?

.....
.....
.....

- 4.Are emojis the new global language or will they soon be forgotten?

.....
.....
.....

·POST-PLAY ACTIVITY 3

·CHECK YOUR GRAMMAR

·STUDENTS·



ACTIVITY 1: Write the word to fill the gaps.

- 1.Emoji is the UK's fastest-growing language – evolving faster _____ any language in history.
- 2.They have inspired fashion and are even recognised _____ art!
- 3.They allow us _____ personalise text and have fun as we express ourselves.
- 4.They're quick to use instead _____ words.
- 5.What does your recently used emoji board say _____ you?
- 6.Emojis do not always represent the people _____ use them.
- 7.The 'I Am A Witness' emoji was created _____ Apple and the Ad Council.
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.....
.....

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.....
.....
.....

EXTRA-ACTIVITIES



Three role-playing games using emoji's to work on emotions in the classroom

This isn't new; Piaget already stated more than half a century ago that intellectual development cannot be separated from affective and emotional development . At the core level, language and mathematical skills are the main focus in our classrooms, given the design of current educational programs. However, the cognitive development of our students is just as important as their emotional development , a complement without which, as Piaget asserted, a balance between affectivity and cognition is impossible.

Develop the Emotional Intelligence – a term coined by journalist and psychologist Goleman – has gradually become a basic skill in schools , promoting and encouraging activities that, with clear intention, contribute to the emotional and affective development of children – empathy, assertiveness, conflict resolution, teamwork, respect for others, active listening, etc. – And theatre and, more specifically, dramatisation games, are a perfect tool to develop, train and know how to control these emotions .

Given our teaching experience as a school theatre company, Forum Theatre and Education proposes three dramatization games using emoji's to help your students consciously explore moods and feelings. On a socio-emotional level, since theatre is a social art that is based on group work, but also on a personal level, each student will need to draw on their personal experience to act out and interpret their feelings.

1.The emoji game

To make this game we only need, printed in folio size, the famous faces that we use in our text messages, in emails and on social networks :

Happy 😊
Sad 😞
Angry 😡
Tired 😩
Disgusting 🤢
Love 😍
Fear 😨
Surprise 😲

We also need a mirror .

The faces are distributed around the classroom, and the mirror is hung on the classroom door or in a safe place near the door. The game begins when the children are about to enter the classroom after recess. Students should look in the mirror and stand next to the face they most identify with at that moment .

The teacher will name a few students and ask each to explain why they feel that way. Talking is prohibited; feelings must be expressed through gestures and mime .

The objective of this dramatic play is to reflect on the emotion experienced and what caused it . And if the emotion is negative, analyse what can be done to help the student feel better. For example: Did I get into a fight with a friend on the playground, and that's why I'm sad or angry? Once the emotion is analysed, the resolution of the conflict will likely involve apologizing, but since this is a dramatization game, we do it without words. A hug?

EXTRA-ACTIVITIES



2.The theatre of emoji's

The faces from the emoji game are going to serve as the basis for this dramatization game to which we are going to add more emojis of feelings 😬 😄 😊 😐 😱 😨 😧, but also those related to family 👨👩👧 👨👩👦 👨👩👧👦 👨👩👧👦, professions 🧑🔬 🚚 🚗 🏠 🏡 🏢, etc...

We divided the students into groups and gave each group 4 emoji's.

For example: 😄, 👨👩👧, 😱, 🚗.

Each group must quickly think of a story or situation that reflects the four states presented in the emoticons and then act it out in front of the class. For example: A couple is happily walking with their child, the child gets lost, and the police are called. The police find the child, and the fear disappears. At the end, we discuss and debate the feelings that appear in each of the representations.

3.Hello, I am joy... Hello, I am sadness

Let's move on to the final performance: an emoji play. We divide the students into eight groups, one for each of the faces used in Game 1. The teacher assigns an emotion to each group, and each group must prepare a play about the emoji.

The face/emotion must be given body language through simple choreography or more or less slow movements. Each face/emotion will be matched with a characteristic sound that matches the feeling represented. Finally, each face/emotion will have to explain, through dialogue between the group members, who it is (Hello, we are joy ...), when it appears (I appear when the school bell rings...), how it manifests itself (I make you start jumping and feel like dancing), etc.

If you liked the cards shown in the image, here's a link to the website where you can download them: mockeri.com. There you'll find this collection and much more downloadable material for your classroom activities.

THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER



1. First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on the stage later.

2. **BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

3. Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).

4. **SILENCE IS KEY,** since the actors are performing for the audience, for you. So you must avoid any distractions (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up the middle of the audience, whispering..), out of respect for the actors, the audience and all those who are involved in the show.

5. **BE CAREFUL COUGHING AND SNEEZING,** as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.

6. Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.

7. If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).

8. Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.

9. If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE,** and try not to disturb the others as much as possible.

10. Lastly, **APPLAUSE,** not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up and shouting "bravo" at the end of the performance. With this you will be giving them an extra applause. But try not to do it until the end of the play, because early applause can interrupt a scene and cut the concentration of the spectators and the actors.

¡ENJOY THE SHOW!