



FREEZE FEELINGS

WHAT IS IT? A game to build executive function skills.

WHAT IS IT ABOUT? Practicing self-control.

ALL GRADES

WHY DO THIS?

IF WE...

practice slowing down and thinking before we act...

FREEZE FEELINGS

THEN WE...

will be in charge of what we say and do...

SO WE...

can engage deeply in learning with each other.

MATERIALS

Dance music.

THE BIG IDEA

This game is about exercising body control - stopping yourself from moving or dancing when the music stops. It is also about listening and remembering the feeling/motion you need to demonstrate when the music stops.

INSTRUCTIONS

1. Say **THE BIG IDEA**.
2. Cue up some music to use during the game.
3. Ask students to find their own space in the room where they can move around without bumping into others.
4. Tell students that before each round, you will say a feeling, like “happy” (or *sad, angry, scared, embarrassed, etc.*). You’ll also give them a moment before each round to Stop and Think about how they would show that emotion with facial expressions and body posture (and without talking or moving).
5. Let them know to dance when the music starts. When the music stops, they should freeze in a pose that shows “happy” (or *other emotion for that round*).
6. Play multiple rounds. Give students a new feeling before each round.

»» **MUST DO:** Must require students to stop and think about how they would show a certain emotion.

↪ **CAN ADAPT:** Change the song and/or the feelings.



AFTER THE ACTIVITY, DEBRIEF:

- In this game we used our brains to Stop and Think about how to express the emotion with our faces and bodies. What was easy or hard about this game?
- I was picturing different emotions in my mind and what they look like on my face. What were you thinking about before you froze?

TIPS FOR SUCCESS



Play music in emergent bilingual learners' home languages.



For students who may struggle to demonstrate emotions with body language or read social cues, model each feeling that you call out and/or have picture cards featuring children demonstrating each emotion.

ADAPTATIONS

- For younger students, limit the feelings to the few they're familiar with. Introduce new emotions gradually.
- Over time, use this game to explore more complex feelings vocabulary with the group (e.g., *frustrated, proud, jealous, etc.*).
- To increase the challenge, ask students to freeze when the music stops for a count of five BEFORE doing the specific pose.