

## HOW TO REFLECT ON EMOTIONS AFTER THE FILM SCREENING

## ONE WORD

<b>Summary:</b>	After the film is screened, students share their feelings using one word evoked by the film. Write the words on the board and give everyone enough space to speak.
<b>Lenght:</b>	5-15 min.
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>■ Invite students to take turns saying the one word that best illustrates their feeling, impression, or mood evoked by the film.</li> <li>■ Students answer one by one and preferably in order so that it is clear who has already spoken.</li> <li>■ Write the words on the board, but do not comment in any way. You can repeat each word as you write it down to make it clear for everyone.</li> <li>■ In case someone is not willing to answer, go back to this student at the end.</li> <li>■ The words can be repeated. If more students mention the same word, write commas next to the word as a repetition symbol. However, encourage them to rephrase or name another strong feeling that the film evoked in them.</li> <li>■ After everyone has answered, you can challenge the students to comment on the words listed. You can also directly ask about the words that caught your attention and that are good to expand on.</li> </ul>
<b>Tips:</b>	<ul style="list-style-type: none"> <li>■ Everyone is usually able to name their feeling using one word. In some exceptions, it happens that students shake their head or say that they do not know at all. If this happens, don't pressure them and respect their mood. It is possible to return to those students once everyone has already spoken, to give them additional space to express themselves. Most of the time they are more relaxed and thus able to respond.</li> <li>■ If students struggle with expressing their feelings (especially at the beginning of working with the film or, when working with film in English class, with lower level students), use the WORKSHEET <b>What do I feel?</b>, where different emotions are listed. Let the students choose or add what they think is missing. It is also possible to leave a space for an explanation in the worksheet. Students will thus better understand why they chose a particular emotion.</li> <li>■ If putting their feelings into words is too difficult for students, use the <b>Reflecting Feelings</b> WORKSHEET, where feelings are depicted using graphics.</li> <li>■ Do not insist on one word. Leave room for some additional interpretation and explanation.</li> <li>■ If the students are shy, or do not know each other yet, instead of saying one word, it is possible to have the students write the word on a piece of paper, put it in a hat and read it anonymously. This way, you guarantee some anonymity, and at the same time, you can demonstrate that no answer is wrong.</li> <li>■ Do not force students to speak. In the case of an emotionally powerful film, they can respond</li> </ul>

with silence.

- If you are pressed for time and want to come back to the film and follow up in the next class, taking a photo of the reflection on the board has proven useful.
- For reflection, you can also use sticky notes.
- If the students are more experienced, instead of a feeling or emotion, you can have them express a colour/animal/thing/symbol that the film evoked in them. Then let them explain why.
- In the case of online teaching, you can use the chatbox, or better, Mentimeter.

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## ONE WORD – WHAT DO I FEEL? WORKSHEET

**What do I feel?**

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After the film is screened, students choose one or more emotions from the list that they feel after the screening.

**LENGTH: 10 – 15 min**

**PROCEDURE:**

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1. Invite students to choose one, two, or more emotions (attitudes, mood) that they feel after the projection from the WORKSHEET - the list of emotions.
2. It is also possible to use the right column, in which they write a specific reason why they chose the emotion.
3. Students can also fill in what they think is missing from the list.
4. Students share what they chose and explain why.
5. You can write emotions on the board. If they are repeated, we write a comma next to the given word as a symbol for repetition. However, encourage them to formulate or name another strong feeling from the film.
6. After everyone has answered, we can invite students to add comments. We can also directly ask about the words that caught our attention and which are good to expand on.

**TIPS:**

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- If students find expressing their feelings difficult, use the WORKSHEET Reflection of feelings, where the feelings are expressed through pictures.
- Do not force all students to speak immediately, in the case of an emotionally powerful film, you can respond with silence.
- For reflection, you can also use sticky notes, let the students write their words on them, and group them, for example, according to similarities.

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I feel...	WHY?
Happy	
Sad	
Hopeful	
Hopeless	
Angry	
Eager to help	
Curious	
Distrustful / suspicious	
Doubtful	
Confused	
Amazed	
Grateful	
Touched	

## HOW TO REFLECT ON EMOTIONS AFTER THE FILM SCREENING

## ONE WORD – REFLECTION ON FEELINGS WORKSHEET

## PROCEDURE:

1. Find a figure that describes your current feelings.
2. Say the number of the figure and the reason for choosing it.



Zdroj: Šauerová Švamberk M.: *Techniky osobnostního rozvoje a duševní hygieny učitele*; Grada, 2018