

Facial Expression

By the time most students enter first grade, they are fluent in using facial expressions to show their feelings as well as to add interest to their communication and interaction with others. Students who don't pay attention to others' facial expressions or use appropriate facial expression to match their emotions are at risk for misunderstanding others and not communicating well with them. Students on the autism spectrum are particularly at risk for ignoring or misinterpreting facial expressions.

The activities in this chapter provide many opportunities to show, discuss, and imitate facial expressions. Before presenting any of these activities, do some live modeling and talk with your students about all the "free clues" we can get about people's thoughts and emotions by looking at their facial expressions.

Introduce the concept of facial expression by explaining that we use facial muscles to make various expressions. Here is an example script:

"Your face has muscles, just like your arms and legs. You move your face muscles to smile or frown. The way you move your face muscles gives your face expression. It shows people what you are feeling. Watch my face while I use my muscles to make different facial expressions."

Then make happy, sad, surprised, scared, and angry expressions and have your students guess what emotion you are showing. Next have them copy your expressions. If possible, have them look at themselves in mirrors as they imitate your expressions.

Present all of the activities in this chapter as interactive lessons, modeling and guiding your students to answer the questions. Also encourage your students to use specific, varied vocabulary to label emotions rather than simply saying "happy" or "sad" or "mad."

By the end of this chapter, your students should have learned these facts:

- We use facial muscles to move our faces to show emotions.
- We can guess people's emotions by looking at their facial expressions.
- Different parts of the face give us clues about someone's emotions. The eyes, mouth, and nose all give us free clues.

The objectives of this chapter are:

- To compare and contrast facial expressions
- To interpret and display facial expressions appropriately
- To use specific vocabulary to describe facial features and expressions clearly
- To increase specific vocabulary for interpreting emotions conveyed by facial expressions

Multiple Interpretations: Activity 10

- Look at the picture. More than one answer could be correct for each question. Check all the correct answers.

1. Who is in the picture?

- a. two men
- b. a woman and a man
- c. a brother and a sister
- d. a married couple
- e. a taxi driver and his passenger



2. Why is the car parked on the side of the road?

- a. They are having a picnic.
- b. They are fighting about something.
- c. The car isn't working.
- d. They ran out of gas.
- e. They are waiting for someone.
- f. The car has a flat tire.

3. What is the man doing with his cell phone?

- a. He is calling a mechanic for help.
- b. He is ordering pizza.
- c. He is checking his messages.
- d. He is checking the time.
- e. He is checking his engine.

4. Why is the woman sitting in the back of the car?

- a. She is resting.
- b. She is getting protection from the sun.
- c. She is watching for cars.
- d. She is mad at the man and wants to stay away from him.
- e. She is keeping the car steady while the man fixes it.

Respecting Others: Activity 2

It's important to remember that parents can't always buy what you want. Understanding that is a good way to show respect.

- Brian and his mom are shopping. They are getting a few new clothes for school. Check the most respectful thing to say.



1. Mom chooses a jacket that Brian doesn't like. What could he say?
 - _____ a. "I hate that jacket."
 - _____ b. "That's ugly."
 - _____ c. "May I see a different jacket?"
2. Brian's shoes are worn out. What could Mom say about his shoes?
 - _____ a. "I think you need a new pair of shoes."
 - _____ b. "What on Earth are you wearing?"
 - _____ c. "I wouldn't wear those if I were you."
3. Brian picks out a pair of jeans that cost a lot. What could his mom tell him?
 - _____ a. "No way, Jose."
 - _____ b. "I really can't afford those jeans. How about picking a different pair?"
 - _____ c. "Do you think I'm made of money?"

Reading Between the Lines: Activity 11

Sometimes we don't say exactly what we mean. That's because there are times when we don't want to be direct or tell EVERYTHING. That's being **evasive** or **vague**.



- This teacher is giving extra help in math to this group of students. She thinks that some of them just aren't paying attention. Below are some things she might say to the group. Write **D** in front of each thing she says that is direct. Write **V** in front of each thing she says that is vague.

- ___ 1. "Are you listening?"
- ___ 2. "Please pay attention."
- ___ 3. "I think we have some wandering minds at this table."
- ___ 4. "Hello, is everyone here?"
- ___ 5. "I see someone daydreaming."
- ___ 6. "I know who will pass the math test tomorrow."
- ___ 7. "Are you with me?"
- ___ 8. "Raise your hand if you're paying attention."
- ___ 9. "I like the way Cara is paying attention."