

Segment: Self-Awareness

Lesson Title: Lesson 3: Masking Feelings

Grade Band: 6-12

Approximate Time to Complete: 35 minutes plus variable duration extension.

Objectives: Students will be able to understand the ways people mask their feelings and how masked feelings are sometimes revealed.

Materials/Set up:

- Supplies to make the mask, may include: tape, glue, paper, popsicle stick/tongue depressor, markers, feathers, etc.

Resource:

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:28-6:08)

Overview

Appearances and behaviors are outward manifestations of internal feelings. Through class discussion and creative outlets students will explore how and why people hide their emotions.

This is a great opportunity to integrate characters from a book, history lesson, or other topic of discussion from class. The assignment may require the students to think back to a particular point in history or a play or book that was recently read as the foundation for the lesson.

Students will understand that some people choose to mask their feelings. The masked feelings may appear in different ways or may stay hidden. The exercise includes group discussion and incorporates art and drama.

Instructional Plan

1. Explain that when people are in conflict, they sometimes choose to hide their feelings by wearing masks. For example, when someone says to you, “How are you doing today?” you often respond “Well” or “Fine” even if you aren’t.
2. Ask the students to provide examples of masks that they might wear when they are being called names, when they are injured, or when they are being scolded.

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3. Ask the students, “ Why do people wear masks?” Possible response: “To hide their true feelings of being embarrassed, hurt, uncomfortable, weak.”
4. Ask the students, “What do masks look like?” Possible response: overconfidence (know-it-all), deflecting (class clown), detachment (unconcerned or dismissive), defensive (argumentative), etc.
5. Explain, “Sometimes wearing a mask makes us feel safer. Is this always the best response? What are some other responses? When do we need to take off our masks?”
6. Play the Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 28:00-6:08). In this segment, Baker asks President Bush to wear a mask: Bush must not *appear* to celebrate the fall of the Berlin Wall because that would damage his relationship with the Soviet Union. Ask students to watch the clip and identify who is masking their emotions? (possible answers – Bush, Baker, possibly the East German guards earlier in the clip) Why are those people wearing masks? In this case Bush is not wearing a mask to protect his own feelings.
7. Tell the students that they are going to create their own masks. The assignment may be open-ended or ask the students to choose a particular character from a book or historical figure.
8. Distribute the supplies or place them in one part of the room. Tell the students that they can use the supplies to create their own mask. The amount of time to create the mask will vary depending on how much time the teacher has for the activity.

Extending the Lesson (variable duration)

1. In pairs, have the students create two, 3-minute skits to go with their masks. The first skit shows the person/character hiding his/her feelings. The second skit shows the person/character demonstrating his/her feelings openly.
2. In developing the skit the students should consider the following questions:
 - a) What is the mask saying?
 - b) What feelings is it masking?

- c) Why might this person/character choose to wear a mask rather than reveal his/her feelings?
 - d) What is the best way to deal with the feelings?
 - e) What is another way of dealing with the feeling instead of hiding it?
 - f) How do the outcomes in the two skits differ?
3. At the end of the skits lead a discussion with the following questions:
- a) What were some ways the people/characters in the skits hid their feelings?
 - b) What were some ways that the people/characters in the skits dealt with their feelings?
 - c) What were the commonalities? Differences?