

# I'm embarrassed ...

1. Read the start of this story and turn it into an interactive romance.



Friday, 14.30. Copernicus Secondary School: Isobel is coming out of her Maths class with a large pile of folders and books in her arms. She has a lot of work to do at the weekend. She walks down the corridor lost in thought, thinking about how to organise the weekend so that she has time to do her homework and also to go out with her friends. She reaches the door, but trips on the step and falls. The books and folders fly out, her glasses fall off her face and become bent. The shape is really quite funny. A group of students forms around her straight away. From within the group Fernando appears, the boy that she likes the most. Isobel blushes.

- Write the next part of the story in which Isobel lets her embarrassment get the better of her.
- Write the next part of the story in which Fernando helps Isobel overcome her embarrassment.

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Credits: David Schaffer/Calaimage/Getty Images.



Fifteen days later, Isobel is in the ice cream parlour next to the school with her friend Jennifer. They are sat on the terrace drinking a milkshake. Just then, Fernando walks past with his best friend, Jennifer's brother. The boys stop to talk and...

- Write the next part of the story in which Fernando and Isobel stay at the ice cream parlour talking by themselves.

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- Write the next part of the story in which Fernando confides in his friend what he feels for Isobel.

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In the summer Fernando decides to sign up to a sailing camp in the lake that is near the city. Isobel is also there. One day they are on a sailing boat with six other people when Isobel announces that she is going to move to another city.

- Write the next part of the story in which Fernando doesn't dare tell Isobel how he feels.

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- Write the next part of the story in which Fernando confesses to Isobel how he feels.

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**2. Answer the questions.**

- Have you ever stopped doing something because your felt embarrassed? What? Do you regret it?

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- Is there anything that you would like to do but don't do because you feel embarrassed? What?

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**Emotional competences:**  
Acceptance of how emotions influence behaviour. Ability to express emotions in an appropriate way.

**3. Ask 10 people in your school to complete the survey about embarrassment.**



1. What embarrasses you the most at the moment? Rank the statements from 1 (least embarrassing) to 10 (most embarrassing).

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|--|---|
| <input type="checkbox"/> Speaking in public.                             | <input type="checkbox"/> That someone sees me with my parents.      |
| <input type="checkbox"/> My appearance.                                  | <input type="checkbox"/> Leaving the house while wearing slippers.  |
| <input type="checkbox"/> That I'm seen naked.                            | <input type="checkbox"/> That I'm caught lying.                     |
| <input type="checkbox"/> Not knowing the answer when I'm asked in class. | <input type="checkbox"/> Falling over in front of other people.     |
| <input type="checkbox"/> That someone criticises me.                     | <input type="checkbox"/> That my family talks about certain things. |

2. Which of these moments from your childhood do you remember as being most embarrassing?

- Wetting the bed.
- Going to school with my parents when I wanted to go by myself.
- Having to say hello to strangers.

3. Do you think you feel more embarrassed now than when you were younger?

- Yes.
- No, the opposite.
- No, only the things that make me feel embarrassed have changed.

4. Do you usually dare to try new things?

- No, never. I get embarrassed.
- Yes, nearly always.
- Sometimes.

5. How do you react when someone is introduced to you for the first time?
- I say hello confidently and naturally.
  - I feel overwhelmed and embarrassed.
  - In general, I don't like meeting new people, but it's something I have to put up with.
6. When you blush...
- I notice straight away and that makes me blush even more.
  - I notice that my face is warm and I try to relax so that it passes.
  - Honestly, I don't usually realise.

#### 4. Analyse the answers you got in the survey.

- To analyse the answers to the first question, add up the points that each person assigned to each of the options. Use a table like this one.

	1	2	3	4	5	6	7	8	9	10	Total
Speaking in public											
That someone sees me with my parents											
My appearance											
Leaving the house while wearing slippers											
That I'm seen naked											
That I'm caught lying											
Not knowing the answer when I'm asked in class											
Falling over in front of other people											
That someone criticises me											
That my family talks about certain things											

#### **Emotional competences:**

Awareness of how emotions influence behaviour. Understanding other people's emotions.

5. Look for works by the following artists in which nude bodies appear and stick them here.

Édouard Manet

Egon Schiele

Fernando Botero

Charles William Mitchell

Peter Paul Rubens

Sandro Botticelli

Hans Memling

Praxíteles

Gustav Klimt

- In which of the works is the nude body represented in perfect form, idealised?

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- In which of the works are the bodies shown with defects?

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- Do you think that in some of the works embarrassment is seen in the presence of the nude?

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- Make a time line and place the works of art in the right place.



**6. Now look for some photographs from publicity advertisements that show nude men and women and compare them with the works of art with which you have been working.**

	Similarities	Differences
Body shape		
Facial expression		
Posture		
Proportions		
Attitude		
Adornments		

**7. Look at the works from a chronological perspective and discuss as a group:**

- Has the perception of the nude changed over time?
- Has how it is represented changed?
- Why do you think this is?

**Emotional competences:**

Awareness of how emotions influence behaviour. Ability to critically evaluate social and cultural messages as well as those from the media.