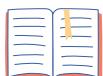


# My Feelings Face - Levels A & B

CREATIVE

To support students to experience and recognise emotions through a simple visual art activity. By creating a Feelings Face, students build early emotional awareness, choice-making, and communication skills. This links to the Venus theme in the Playful Astronauts journey by gently reinforcing that sharing feelings, even in small ways, helps us feel connected and understood.



## Learning Intentions

Students aim to notice and respond to how they are feeling in the moment.



Students aim to explore feelings through drawing, colour, or symbols with adult support.



Students aim to participate in a shared routine that supports emotional safety and connection.



## Success Criteria

I can take part in making a face using support if needed.



I can show or choose a feeling using colours, pictures, gestures, or AAC.



I can attend to my work or others' work by looking, touching, or showing interest.

I can stay with the activity for part or all of the time.



# My Feelings Face - Levels A & B

**Duration:** 8 - 12 minutes

## **Objective**

To support students to experience and recognise emotions through a simple visual art activity. By creating a Feelings Face, students build early emotional awareness, choice-making, and communication skills. This links to the Venus theme in the Playful Astronauts journey by gently reinforcing that sharing feelings, even in small ways, helps us feel connected and understood.

## **Players**

Whole class or small groups

Suitable for 3 - 8 students

Students work individually with adult support, then share briefly if appropriate

## **What You Need**

A4 or A3 paper

Optional: large blank face templates

Coloured pencils

Optional: simple emotion visual cards (happy, sad, angry, calm, tired)

Optional: mirror for observing facial expressions

AAC devices, switches, or communication boards as required

## **Setup**

Prepare workspaces using tables, trays, lap desks, or floor spaces.

Seat students comfortably on the floor, chairs, or in wheelchairs.

Introduce the activity using calm, simple language:

“This is a face.”

“The face can show feelings.”

“We can show how we feel.”

Briefly connect to the Venus theme in accessible terms:

“Sharing feelings helps us feel closer to people.”

Show a finished example or model if helpful.

Confirm AAC devices are switched on and open to basic feelings or colour words.



# My Feelings Face - Levels A & B

## Gameplay

### Step 1: Adult Modelling

The teacher models the activity clearly and slowly.

Hold up a blank face or paper and say:

“This is my face.”

Draw simple features such as eyes and a mouth.

Choose one colour to use on your face and say:

“I chose blue eyes as it makes me feel calm.”

Activate or point to a matching AAC symbol while speaking.

Keep modelling short and concrete.

### Step 2: Student Creation

Invite students to explore and create their own Feelings Face.

Students may participate by:

- Scribbling or colouring on their face template
- Choosing between two coloured pencils to decorate with
- Adding or pointing to facial features
- Placing symbols or stickers or images on the page
- Looking at a mirror and copying an expression

Adults support by:

- Offering two choices only
- Hand-over-hand guidance if needed
- Scribing or narrating the student's responses
- Modelling alongside the student

Adults label choices clearly, for example:

“You chose to be happy for your face.”

“This face feels sad.”

### Step 3: Sharing and Noticing

Sharing is optional and brief.

Students may:

- Look at their drawing
- Point to a feature or colour
- Show it to an adult or peer
- Use AAC to indicate a feeling or finished

Adults model respectful responses:

“Thank you for sharing.”

“That is your Feeling Face.”



# My Feelings Face - Levels A & B

CREATIVE

## Debrief / Reflection

Keep reflection short and concrete.

Ask one question at a time with wait time:

“Do you like to feel happy?”

“How do you feel?”

Accept responses through eye gaze, gesture, AAC, facial expression, or movement.

Reinforce the key message:

“All feelings are okay.”

## Winning the Game

There are no winners or losers.

Success is shown through participation, exploration, and emotional expression in any form.

## Sensory-Specific Learner Variation

Purpose: To support regulation, engagement, and sensory comfort.

Adjustments may include:

Using textured materials or collage pieces for facial features.

Allowing large-scale drawing on vertical surfaces or the floor.

Providing movement or sensory breaks before or after the activity.

Playing calming background music.

Allowing observation-only participation if needed.

## AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: happy, sad, angry, calm, tired, finished, colours.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols whenever they name a feeling or colour.



# My Feelings Face – Levels A & B

CREATIVE

## Accessibility and Inclusion Notes

Ensure all workspaces are physically accessible.  
Provide adapted drawing tools or grips as needed.  
Allow digital drawing on tablets if preferred.  
Accept all forms of expression equally.  
Emphasise that sharing is optional and personal feelings are respected.

## Teacher Notes

“My Feelings Face – Levels A & B” supports early emotional awareness, communication, joint attention, and trust. The activity is not about naming emotions correctly, but about experiencing and expressing feelings in a safe, supported way. Used regularly, it becomes a gentle emotional check-in that aligns strongly with Levels A–B development and the Venus theme of connection through openness.

