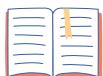


My Feelings Face – Levels C & D

CREATIVE

To support students to express and explore their emotions through visual art. By drawing a face that reflects how they feel inside, students practise emotional awareness and vulnerability, linked to Venus in the Playful Astronauts journey, where warmth, openness, and honesty help people feel connected and understood.



Learning Intentions

Students aim to recognise and reflect on how they are feeling in the moment.



Students aim to express emotions using facial features, colours, and creative choices.

Students aim to share feelings with others in a safe and respectful way.



Success Criteria

I can create a face that shows an emotion using facial features.

I can choose colours or symbols that match how I feel.

I can describe or show how my drawing represents my feelings.



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Duration: 10 - 15 minutes

Objective

To support students to express and explore their emotions through visual art. By drawing a face that reflects how they feel inside, students practise emotional awareness and vulnerability, linked to Venus in the Playful Astronauts journey, where warmth, openness, and honesty help people feel connected and understood.

Players

Whole class or small groups

Suitable for 4 - 26 students

Students work individually, then share with a partner or group

What You Need

A4 or A3 paper

Optional: large blank face templates

Coloured pencils

Optional: emotion colour key or feelings chart

Optional: mirror for observing facial expressions

AAC devices or communication boards as required

Setup

1. Gather students and revisit the Venus theme:

- “Venus teaches us that sharing feelings can feel warm and brave.”
- “Talking about how we feel helps us connect with others.”

2. Explain the activity clearly:

- “Today we will draw a face that shows how we feel inside.”

3. Reassure students:

- “There are no right or wrong feelings.”

4. Prepare workspaces with accessible tables, clipboards, or lap desks.

5. Confirm AAC devices are on and open to feelings, colours, or describing words pages.



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Gameplay

Step 1: Teacher Models

The teacher models by drawing a simple face.

- Add facial features (eyes, mouth, eyebrows).
- Choose a colour and explain:
 - “I used blue because I feel calm.”
 - This helps students understand how to represent feelings visually.

Step 2: Student Creation

1. Give each student paper or a face template.
2. Invite students to:
 - Draw a large face
 - Add eyes, mouth, eyebrows, and other features
 - Use colours that match how they feel today
3. Support students with prompts if needed:
 - “Is your mouth smiling or frowning?”
 - “What colour matches your feeling?”
4. Adults may assist by scribing, offering choices, or modelling alongside.

Step 3: Sharing Time

1. Invite students to share their drawing if they choose.
2. Students may share by:
 - Speaking
 - Pointing to features or colours
 - Using AAC
 - Sharing with a partner instead of the whole group
3. Model respectful responses, such as:
 - “Thank you for sharing.”



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Debrief / Reflection

Ask one question at a time, allowing wait time and multiple response modes:

- "What feeling did you draw?"
- "How did you choose your colours?"
- "Can feelings change during the day?"

Reinforce the message:

"All feelings give us information about ourselves."

Winning the Game

There are no winners or losers.

Success is shown through honest expression, participation, and respectful listening.

Sensory-Specific Learner Variation

Purpose: To support engagement and regulation through sensory input.

Adjustments include:

- Use textured materials or collage pieces for facial features.
- Allow students to work on vertical surfaces or large paper on the floor.
- Offer movement or sensory breaks before sharing.
- Provide calming background music during drawing time.
- Allow observation-only participation if needed.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: happy, sad, worried, excited, calm, tired, colours

2. Model AAC Use

- Teacher selects feeling symbols while describing their drawing

3. Supported Expression

- Students may:
 - Select a feeling symbol
 - Point to colours or features
 - Use eye gaze
 - Activate a single button

4. AAC Reflection

- Ask: "How do you feel?"
- Students respond using AAC, gesture, or pointing



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Accessibility and Inclusion Notes

- Ensure all workspaces are accessible for seated or standing participation.
- Provide adapted drawing tools for grip or control needs.
- Allow digital creation on tablets if preferred.
- Accept all forms of expression equally.
- Emphasise that sharing is optional and feelings are personal.

Teacher Notes

“My Feelings Face – Levels C & D” supports emotional awareness, expressive communication, and empathy. It is a gentle check-in activity that can be used regularly to help students notice and name their feelings. Linked to the Venus theme, it reinforces that openness and warmth create stronger connections and a safer classroom community.

