

My Feelings Face - Levels F-3

CREATIVE

To give students a safe and creative way to express their feelings through visual art. Drawing a large face that reflects how they feel inside encourages self-expression and vulnerability, mirroring the lessons of Venus, where warmth and openness lead to stronger connections with others.



Learning Intentions

Students will practise drawing a face that shows how they feel inside today. This encourages self-awareness and helps them reflect on their current emotional state.

Students will learn to choose colours and shapes that match their feelings. This supports emotional expression through creative decision-making and symbolism.

Students will practise sharing their drawings and talking about how they feel with others. This fosters vulnerability, communication skills, and connection with peers.



Success Criteria

I can draw a large face and add features (eyes, mouth, eyebrows) that show an emotion.

This allows students to use art as a tool for expressing and identifying emotions.

I can use colours to show different feelings (e.g. blue for calm, red for excitement).

This encourages symbolic thinking and emotional literacy.

I can describe my drawing using words like happy, sad, excited, or worried. This builds students' vocabulary and confidence in talking about emotions.



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Objective:

To give students a safe and creative way to express their feelings through visual art. Drawing a large face that reflects how they feel inside encourages self-expression and vulnerability, mirroring the lessons of Venus, where warmth and openness lead to stronger connections with others.

Players:

Ideal for 4–26 students working individually, followed by group or partner sharing.

Materials:

- A4 or A3 paper (preferably with a large blank face template for younger students)
- Coloured pencils
- Optional: emotion colour key or feelings chart for support
- Mirror (optional, to look at real faces)

Time Required:

10–15 minutes

Setup:

Gather students and return to the *Venus* page in *The Playful Astronauts* book. Talk about how it feels to let others know how we're feeling on the inside. Explain that today, we'll be drawing a face, not just any face, but one that shows what we're feeling right now.

Gameplay:

Explain the Activity:

Give each student a sheet of paper and drawing tools. Encourage them to:

- Draw a large face (or use a pre-printed face outline).
- Add features that match how they feel today, smiles, frowns, wide eyes, sleepy eyes, etc.
- Use colours to match their emotion (e.g. bright yellow for happy, purple for shy, green for calm, grey for tired).

Let them know there are no wrong answers, just their honest, unique feelings.



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Sharing Time:

Once complete, gather the group in a circle and ask students if they'd like to share their drawing. They can say:

- "This is my feelings face."
- "I used blue because I feel calm."
- "My face is smiling because I'm excited about playing later."

Sharing is optional, but encouraged to help normalise emotional expression and build confidence.

Encourage Emotional Exploration:

Ask gentle guiding questions:

- "How did drawing your feelings make you feel?"
- "What helped you decide on your colours and shapes?"
- "Can feelings change throughout the day?"

Winning the Game:

There is no winner. The activity is about personal expression and feeling safe enough to be vulnerable and open.

Variations:

Younger Students: Provide printed face templates or basic outlines to colour and modify with expressions.

Emotion of the Day: Choose one feeling (e.g. happiness, worry, pride) and ask all students to draw their own version of that feeling. Compare how the same emotion can look different for each person.

Gratitude Version: Ask students to reflect on a recent happy or exciting moment, then draw a "super excited" feelings face to express gratitude.

Resilience Version: Ask students to draw a face showing determination or pride, representing a time they overcame a challenge or showed courage.

Class Feelings Gallery: Display all drawings together under a title like "How Our Class Feels Today" to promote awareness and community care.



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For Wheelchair Users / Accessibility:

- Ensure art tables are at appropriate height for all students to access comfortably.
- Offer clipboards or lap desks for students who prefer working in their own space.
- Provide adapted drawing tools (e.g. thick-grip pencils or markers).
- Allow students to create digital versions using tablets or touchscreens if needed.
- Students with fine motor challenges can choose to collage facial features using stickers, paper cut-outs, or stamps instead of drawing.
- For students with limited mobility, a partner or adult helper can assist by drawing their described expression while they choose colours and direct the design.

Notes for Inclusion:

- Begin by showing your own “feelings face” example, model openness by describing how you feel and why.
- Reinforce that all emotions are welcome and valuable, from happy to sad to tired.
- Avoid labelling feelings as “good” or “bad”, instead, talk about them as “comfortable” or “uncomfortable.”
- Encourage positive peer responses like: “Thank you for sharing” or “I’ve felt that way too.”
- Use inclusive language: “We all have feelings, sometimes the same, sometimes different, and that’s what makes us human.”
- Close with a calming group affirmation such as:
 - *“Every feeling I have helps me understand myself and others better.”*

Additional Notes:

“My Feelings Face” is a gentle yet powerful activity that invites students to look inward and name their feelings. It supports vulnerability by showing that expressing emotions, even tricky ones, is not only okay, but something to be celebrated. Just like on Venus, warmth and openness lead to connection and understanding.

